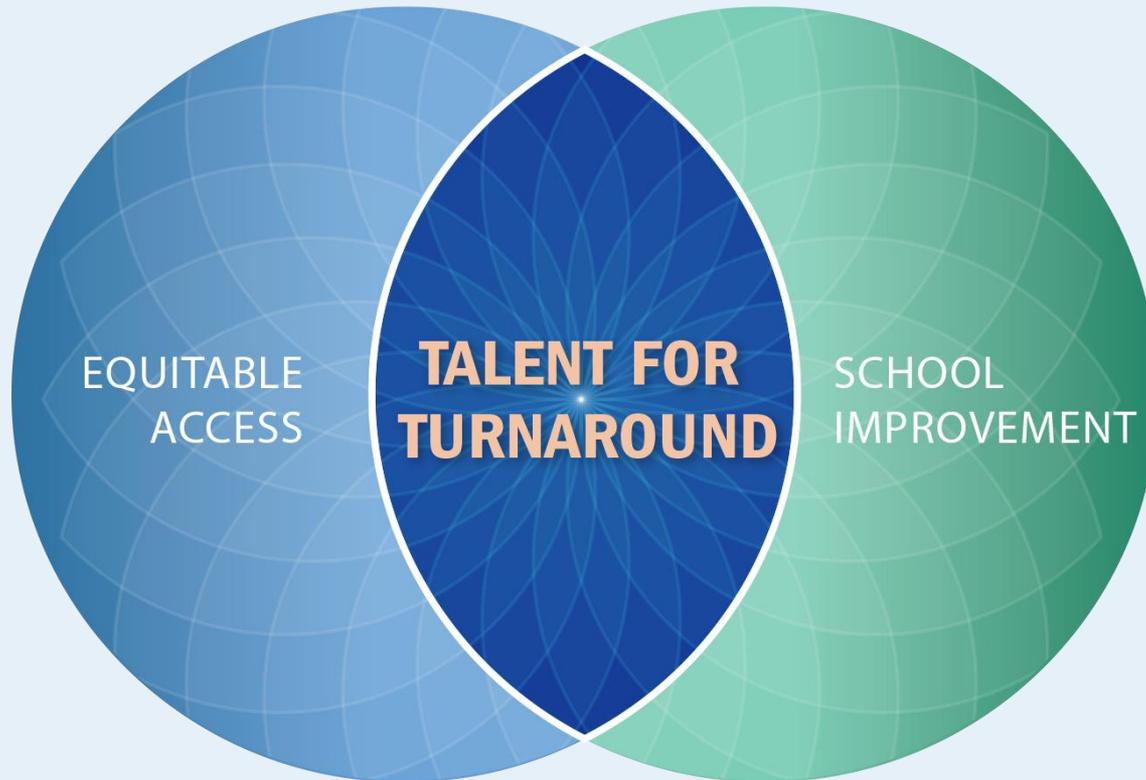


Talent for Turnaround Leadership Academy: School Improvement Through Equitable Access to Effective Educators

December 1–2, 2016 | National Meeting 1 | Washington, D.C.



Welcome Back

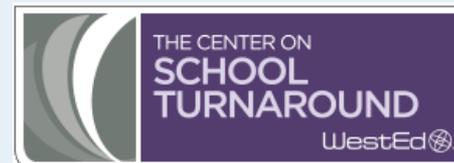
Dana Chambers | Deputy Director | Center on Great Teachers & Leaders

December 2, 2016

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■



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Revisiting Meeting Objectives: What have we done so far?



Built a shared understanding of a bold vision for talent management.

Plenary Session

- What the research says about how to attract, support, and retain excellent educators

Boldness Benchmarks

- Vision for bold talent management strategies
- Introducing Boldness Benchmarks



Increased state and district capacity to interpret talent management data and identify and understand key challenges.

Step 1. Identifying Our Challenge

- What does our talent data tell us about challenges my district faces in attracting, supporting, and retaining excellent educators?



Step 2. Understanding Our Challenge

- What do we believe are the reasons for our talent management challenges? How do we know?



T4TLA Conference 1 Road Map: Outcomes

Step 1. Identifying Our Challenge

- What does our talent data tell us about challenges my district faces in attracting, supporting, and retaining excellent educators?

Outcomes

- Teams identify their key challenges in the talent management continuum.
- Is the biggest challenge to ATTRACT, SUPPORT, or RETAIN?

Step 2. Understanding Our Challenge

- What do we believe are the reasons for our talent management challenges? How do we know?

Outcomes

- Teams reach a shared understanding of the perceived causes of their talent management challenges.

Step 3. Addressing Our Challenge

- What are we doing already to address our talent management challenges? How can we be more bold in our vision?

Outcomes

- Teams identify the extent to which existing strategies align to challenges.
- Teams begin to sketch out bold talent management strategies that align to boldness benchmarks.

Day 2 Agenda

| Session | Timing |
|--|-----------------------|
| Leveraging the ESSA Consolidated Planning Process | 8:00–9:15 a.m. |
| Step 3. Addressing Our Challenge | 9:15–10:45 a.m. |
| Break | 10:45–11:00 a.m. |
| Team Time | 11:00 a.m.–12:00 p.m. |
| Lunch & Presentation: Post-Election Forecasting With Lindsay Frye | 12:00–1:15 p.m. |
| Team Share-Outs | 1:15–2:15 p.m. |
| Next Steps and Wrap-Up | 2:15–2:30 p.m. |
| Adjourn | 2:30 p.m. |

REMINDER: Setting Bold (but Realistic!) Expectations for Our Team

- Explore each “step” and related planning template.
- Take the time to try to work through at least one example.
- Consider district and state perspectives.
- You don’t need to finish it all here in D.C.!
 - Continue the work back at home with RCC support.
 - Request TA support from RCCs or other TA partners.
 - Reconvene virtually with the cohort to check in.

Questions?

Leveraging the ESSA Consolidated Planning Process to Drive a Strategic and Bold Vision for Talent Management

David Hendrie & Peter Zamora | Council of Chief State School Officers

Melissa Junge | Federal Education Group

December 1-2, 2016

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ESSA Implementation: Talent for Turnaround Leadership Academy

Melissa Junge, Federal Education Group, PLLC

info@fededgroup.com

ESSA and Implementation

ESSA includes important non-accountability changes, such as:

- Changes to the way certain grants are distributed to states, districts and schools,
- New program design options (that is, new options for the kinds of services states and districts can deliver under ESSA),
- New spending options and requirements,
- New planning requirements, and
- New reporting requirements on spending.

These effect spending and the delivery of educational services to students, including school improvement and equitable access to effective teaching

How Funds Flow in State-Administered ESSA Programs

ED Requests Consolidated Application Submission
from SEAs

SEA Applies to ED – SEA Needs ED Approval to Get Funds
(typically this happens once, with occasional follow-up submissions)

LEAs annually submit local applications to SEA to get ESEA money
State has significant discretion in design of application, including whether application is consolidated or program-specific, amount of detail, type of budget information, etc.

LEA responsible for carrying out program consistent with approved application, complying with program/fiscal/administrative requirements

State responsible for ensuring LEAs meet program requirements (technical assistance, monitoring, enforcement)

CCSSO Tools to Help Navigate New Opportunities and Responsibilities under ESSA

- *Maximizing ESSA Formula Funds for Students: State Readiness Self Assessment:*
<http://www.ccsso.org/Documents/2016/ESSA/MaximizingESSAFormulaFundsforStudentsApril2016.pdf>
- *Decision Guide for Implementing ESSA: State Considerations for Effective Grant Programs:*
<http://www.ccsso.org/Documents/2016/ESSA/CCSSODecisionGuideForESSAImplementation.pdf>

Accessing new options will require changes to existing policies and practices

Tool 1:

State Readiness Self-Assessment

1. State spending policies over federal funds
2. Application, planning, and budgeting alignment to state priorities and local needs
3. Paperwork reduction opportunities

Why Do Existing Practices Matter?

- The design of federal programs, which varies greatly depending on SEA policies and practices, has an important impact at the school and classroom level
- Inadvertent barriers to effective grant spending can be hidden in many places
 - State-developed spending guidance and other technical assistance
 - Design of the LEA-to-SEA application, including the application review and approval process
 - Payment processes
 - Monitoring tools
- **If not addressed, barriers might carry over to ESSA**

EXAMPLE: Common SEA-imposed spending restrictions under NCLB not required by federal law

- Limiting Title I to reading and math
- Limiting Title I to instructional programs
- Limiting Title I to remedial programs
- Limiting schoolwide services to specific students
- Limiting Title II to professional development and class size reduction

Tool 2: Decision Guide for Implementing ESSA

- Decision guide highlights some of the most significant non-accountability changes affecting:
 - Title I, including School Improvement, Direct Student Services, and the Part A program,
 - Title II, Part A,
 - Title IV, Part A,
 - Requirements affecting multiple programs (such as transferability, equitable services)

Decision Guide Implementation Questions

- Designed to help SEAs:
 - Identify connections between spending rules and program delivery.
 - Identify connections between state administrative processes and program delivery.
 - Understand how ESSA changes affect SEA capacity.

Why does this matter for school improvement and access to effective teachers?

- **Spending rules and program delivery connections**

Example: Secondary school access to Title I (via ranking and serving changes) could connect to school improvement for CSI/TSI schools. **SEA may need to:** Ensure coordination between Title I and school improvement staff for policy making and oversight.

Example: Title II, Part A formula changed which will have immediate impact on the amount of money LEAs receive. Also, spending T2 on class size reduction and personalized PD only permissible if evidence-based to the extent the State in consultation with LEAs determines evidence is reasonably available. **SEA may need to:** Ensure coordination between teaching and learning staff, grants staff, fiscal office, and communications staff.

Why does this matter for school improvement and access to effective teachers? (cont'd)

- **State administrative processes and program delivery**

Example: ESSA clarifies the broad range of services Title I schools can offer to students to provide a well-rounded education, including non-academic supports.

Example: ESSA changes schoolwide planning requirements.

SEAs may need to : Change LEA-to-SEA application and budget tools, update guidance documents and templates (if used), adjust change monitoring protocols

Why does this matter for school improvement and access to effective teachers? (cont'd)

- **SEA capacity considerations**

Example: ESSA includes new SEA requirements for direct involvement CSI school planning; also new evidence-based requirements for Section 1003 funds

SEAs may need to: Have existing staff take on new responsibilities, and/or obtain additional expertise (via new staff hires, contractors, etc.)

Opportunity to Drive Improved Spending

- Activity-based guidance. SEAs often put out technical compliance guidance, but rare to put out guidance that:
 - Identifies effective (or evidence-based) practices
 - Provides ideas or suggestions on how schools and districts could implement those practices, and
 - Describes how schools, districts, other grantees can support those practices with federal funds
- Some SEAs and ED are starting to release guidance showing how one or more federal funding streams could be used to support an activity or initiative
 - Can be an important opportunity for collaboration between the SEA, LEAs, and other stakeholders

Possible SEA Coordination Strategies

- Cross-cutting team working on a joint project, i.e.:
 - Develop /review /update guidance documents
 - Specific technical assistance (on school improvement, teacher pipelines, etc. incorporating expertise from multiple offices)
- Cross-cutting team reviewing and updating federal grants application and review process
 - Opportunities to streamline/pre-populate data
 - Holistic question/application development
- Cross-cutting team meeting to discuss/work with specific LEA
 - Information sharing about LEA
 - Fund alignment (i.e. PD is aligned for T1 and T2)

Resources

- ED ESSA webpage: <http://www.ed.gov/essa>
- ESEA as amended by ESSA:
<http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>
- CCSSO ESSA Readiness Self-Assessment:
<http://www.ccsso.org/Documents/2016/ESSA/MaximizingESSAFormulaFundsforStudentsApril2016.pdf>
- CCSSO ESSA Decision Guide:
<http://www.ccsso.org/Documents/2016/ESSA/CCSSODecisionGuideForESSAImplementation.pdf>
- CCSSO Summary of Significant Spending and Fiscal Rules in the Every Student Succeeds Act:
http://www.ccsso.org/Resources/Publications/Summary_of_Significant_Spending_and_Fiscal_Rules_in_the_Every_Student_Succeeds_Act.html
- Using Federal Education Funds for School Turnaround Initiatives (for NCLB but much still relevant):
http://centeronschoolturnaround.org/wp-content/uploads/2016/03/CST_Using_Fed_Funds_Final2.pdf

Collaborative State Reflection

Reflecting on what you have learned, take the last 15 minutes to have a collaborative discussion on the state's current federal funding application/processes:

- How does the state get feedback from LEAs on educational programming and grants management issues?
 - Is the state getting good information?
 - Is it happy with the feedback process?
 - Is the process collaborative between the SEA and LEA?
- How is the current application itself and/or processes supporting our talent management/pipeline and school improvement efforts?
 - How is it inhibiting it?
- How deeply do you want to be, or have the capacity to be, involved in local program and spending decisions?

Ideas Worth Sharing



- Please take a minute to think:

What did you learn, hear, or think about during this session that is important to share with your team?

- Write it down on your Reflections and Ideas worksheet.

Disclaimer

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Step 3. Addressing Our Challenge

Examining Our Current Talent Management Approach to Craft a Bold Vision for Attracting, Supporting, and Retaining Excellent Educators

Dana Chambers | Deputy Director | Center on Great Teachers & Leaders

December 1-2, 2016

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■



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T4TLA Conference 1 Road Map

Step 1. Identifying Our Challenge

- What do my district's talent data tell me about challenges my district faces in attracting, supporting, and retaining excellent educators?

Step 2. Understanding Our Challenge

- What do we believe are the reasons for our prioritized talent management challenge? How do we know?

Step 3. Addressing Our Challenge

- What are we doing already to address our prioritized talent management challenge? What could we do better?

Session Objectives

T4TLA teams:

- Review existing strategies and policies to consider the extent to which they are aligned with identified talent management challenges and the causes of these challenges.
- Identify 1–2 initial ideas for prioritized bold talent management strategies to explore further during interim regional work, using the Boldness Benchmarks.

Session Materials

- Take out the strategic planning materials that your team gathered as part of your national meeting prework:
 - Equitable access plans
 - School and district improvement plans
 - Other strategic plans related to educator quality, school improvement, or equity issues
- Open your Steps 1-2 planning templates from yesterday
- Download the *Step 3. Addressing Our Challenge* planning template

Part 1. Reflecting on Talent Management Challenge and Perceived Causes of Challenge

Part 1. Reflecting on Talent Management Challenges and Perceived Causes of Challenges

Look back to where you ended your team’s work during **Step 2. Understanding Our Challenges**. You can reference the end of that template or copy/paste the information here to support your work in Step 3.

Example: Identifying Our Prioritized Reason for Our Talent Management Challenge

| From STEP 1. IDENTIFYING OUR CHALLENGES Identified talent management challenge(s): Attract, Support, or Retain | From STEP 2. UNDERSTANDING OUR CHALLENGES Perceived reason(s) for these talent management challenge(s): |
|--|--|
| <p><i>Example:</i> Our district faces a significant challenge in retaining excellent teachers beyond 2–3 years—nearly 50% of new teachers leave our highest need and lowest performing schools by the third year. This problem is especially persistent for special education teachers.</p> | <p><i>Example:</i></p> <ol style="list-style-type: none"> (1) We believe our district is struggling to retain excellent teachers in our highest need and lowest performing schools because they experience high rates of teacher burnout due to poor teaching conditions. (2) Teachers also may be leaving our highest need schools because there are higher salaries available for the same role in neighboring districts where the teaching conditions are less taxing. (3) Many of our teachers come into our schools with little to no experience teaching in high-need/low-performing school contexts. |

Part 2. What Strategies Are Working? How Can We Strengthen and Improve These Strategies to Align to T4TLA Boldness Benchmarks?

Part 2. Planning Template Example: Self-Assessing Current Strategies Using Boldness Benchmarks

| Strategies Aligned to Identified Challenges and Perceived Causes of Challenges | To what extent is the strategy working and aligned to the perceived REASONS for your challenges identified in Step 2? How do you know if it's working? | Reflecting on Boldness of Our Current Strategies | | | How (if at all) might you improve or strengthen the current strategy to meet the T4TLA Boldness Benchmarks? <i>(in some cases, you may have the same answer for more than one benchmark)</i> |
|--|---|--|---------------|---|--|
| | | Boldness Benchmark | Current Level | Rationale | |
| <i>School Climate Data Collection</i> | <i>We administer a school climate survey each year but do not systematically interpret or action plan around the results. We do not have any great data related to why special education teachers leave or how we could help improve their teaching conditions if that is indeed the reason why they are leaving.</i> | Ambition | <i>Low</i> | <i>We are not actively working to improve teaching conditions based on the data we collect.</i> | <i>We should consider using our existing climate data more purposefully (analyzing to understand challenges with teaching conditions) and collecting more specific data related to why special education and other hard-to-staff areas are leaving at such great rates (Exit surveys? Focus groups of existing teachers in these areas?)</i> |
| | | Large-Scale Impact | <i>Low</i> | <i>No one is really benefiting from our school climate survey because it is primarily used as an information tool for parents and we aren't considering how the data might be used to improve teacher satisfaction and retention.</i> | <i>Perhaps we could use the initial results of climate surveys to identify a few key focus areas to dive more deeply and better understand the challenges related to teaching conditions in some of our more challenging schools—we could then collect more in-depth data from teachers in these schools (Focus groups? Exit surveys for teachers who leave?) and then design some system improvements based on what we learn.</i> |

T4TLA Boldness Benchmarks Rubric

| | LOW | MEDIUM | HIGH | UNKNOWN |
|---|--|--|---|--|
|  | AMBITION | | | |
| | Are the state's goals high enough so that meeting them would close most of the talent gap in turnaround schools? | | | |
| | Allows status quo to persist. | Aims to make progress but still leave large talent gaps in turnaround schools. | Aims for the ideal, filling high-need schools with great teachers and leaders. | N/A |
|  | LARGE-SCALE IMPACT | | | |
| | What percentage of people in your target population would be reached by a strategy? | | | |
| | Limited Scale. Fewer than half of teachers and students in high-need schools benefit from the strategy. | Midrange Scale. 50%–75% of teachers and students in high-need schools benefit from the strategy. | Large Scale. More than 75% of teachers and students in high-need schools benefit from the strategy. | Unclear how many teachers or students are reached. |
|  | CHANGE THE FUNDAMENTALS | | | |
| | Does the strategy truly alter the talent picture for high-need schools by changing the fundamentals: the way schools are organized, the roles people play, the ways time is used, and the ways dollars are spent? | | | |
| | Does not address fundamentals. | Attempts to address fundamentals by adding on, not by changing. | Changes fundamentals to address root causes and improve outcomes. | N/A |
|  | FINANCIALLY FOCUSED | | | |
| | Does the state direct sufficient dollars to strategies that contribute to ambitious, large-scale, and fundamental change? | | | |
| | Few dollars flow to ambitious, large-scale, fundamentals-changing strategies. | Some funds go toward bold strategies, but they are limited because the state continues to invest in less impactful approaches. | The state redirects most of funding into bold strategies. | N/A |
|  | SUSTAINABLE | | | |
| | Are strategies reliant on temporary funds, or are they funded from recurring budgets? | | | |
| | Strategies rely on and could not be sustained without temporary funds. | Strategies could be sustained within regular budgets, but only if districts make a future decision to reallocate funds. | Strategies are designed from the start to be sustained within regular budgets. | N/A |
|  | SYSTEMIC | | | |
| | Do strategies require work across teams and departments to make your efforts larger scale, more financially focused, and sustainable? | | | |
| | Strategies occur within unique teams or departments of the organization. | Strategies are engaging more than one team or department of the organization, but additional effort is needed to make them larger scale, financially focused, and sustainable. | Strategies are engaging all relevant teams and departments to achieve a large scale, financial focus, and sustainability. | N/A |



Part 3. Putting It All Together—Beginning to Envision Our Team’s Bold T4TLA Talent Management Strategy

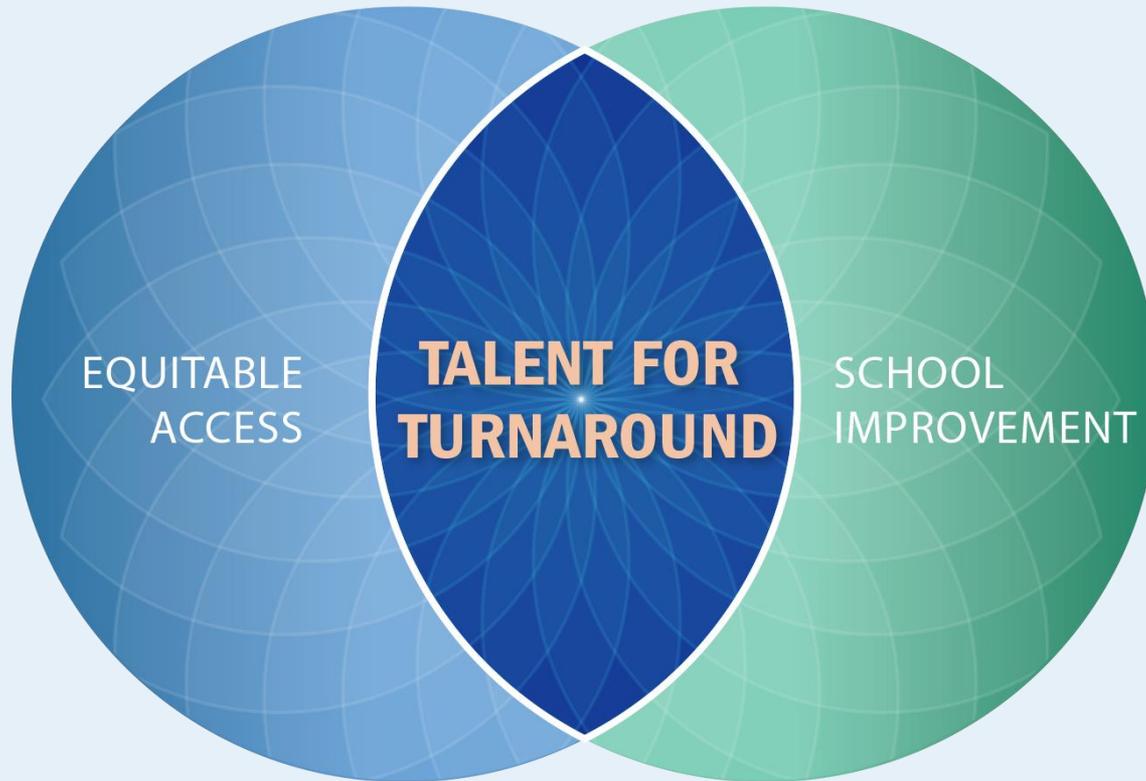
Part 3. Blank Planning Template—Envisioning Our Team’s Bold T4TLA Talent Management Strategy

Describe your proposed talent management strategies in the following space, including how they align to the challenges identified in your data and perceived causes for these challenges.

| T4TLA Boldness Benchmarks | In the following fields, indicate the extent to which your selected strategy(s) align with the T4TLA Boldness Benchmarks. Provide a rationale for your team’s self-assessed level of boldness. |
|---------------------------|--|
| Ambition | |
| Large-Scale Impact | |
| Change the Fundamentals | |
| Financially Focused | |
| Sustainable | |
| Systemic | |

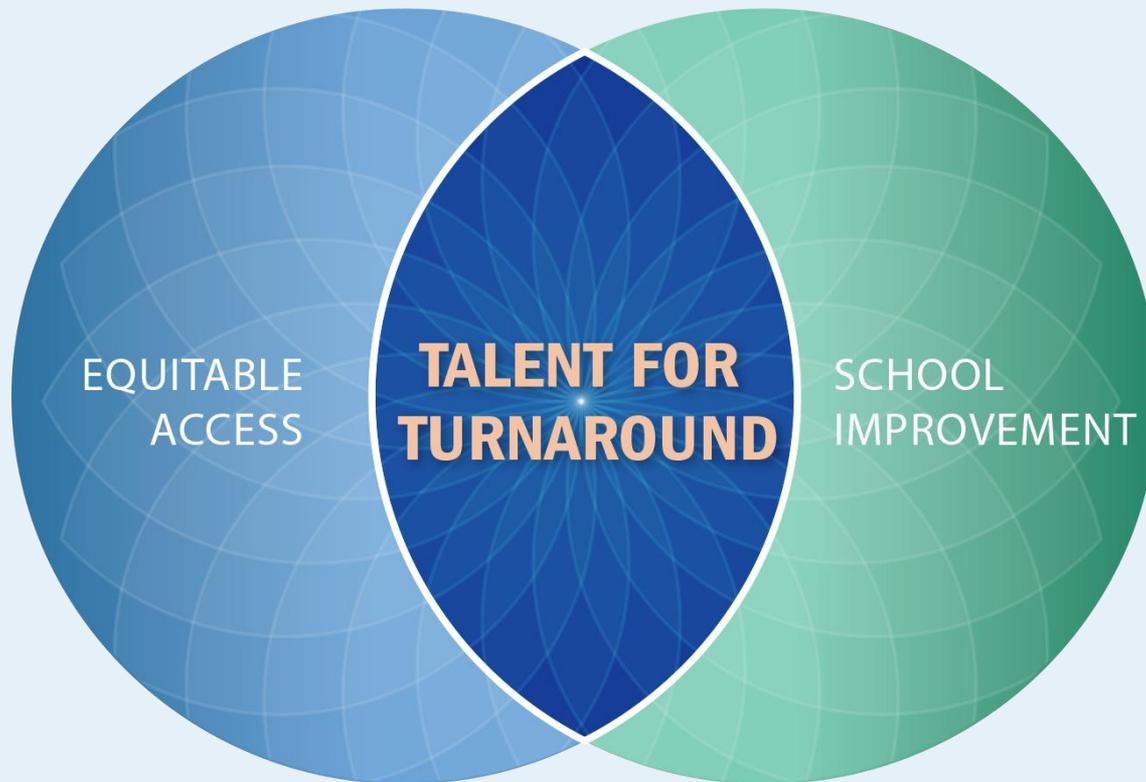
Talent for Turnaround Leadership Academy

Break (15 minutes)



Team Time:

Revisiting Steps 1–3 to Envision a Bold Talent Management Approach and Plan Next Steps



Planning Template Available on GroupSite



Putting It All Together: Synthesizing Our Work and Considering Next Steps

Day 2: Team Work Time—Optional Planning Template

Synthesizing Our Work

Directions: Using the Steps 1–3 planning templates, record the key takeaways from each step.

| Identified Key Talent Management Challenge: <i>Attract, Support, or Retain?</i> | Perceived Key Cause(s) for This Challenge | Proposed Strategies to Address This/These Causes | Alignment to Boldness Benchmarks |
|---|---|--|----------------------------------|
| | | | |
| | | | |
| | | | |

Identifying Next Steps for Our T4TLA Team

Example Next Steps Planning Template

| Team Plans | Resources, Support, or Project Management Support Needed to Complete This Step |
|---|--|
| <p>In the next 2–3 weeks, our team plans to...</p> <p><i>Complete data collection for principals to understand our challenges in attracting, supporting, and retaining leaders.</i></p> <p><i>Reconvene to establish a plan for completing Steps 1–3 for teachers and leaders in early 2016.</i></p> | <p><i>Identify a meeting time and place for our team.</i></p> <p><i>Contact our district data point person to collect remaining needed data for teachers and principals.</i></p> <p><i>Consult with our RCC for support in completing Steps 1–3.</i></p> |

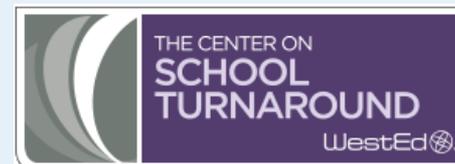
Post-Election Forecasting: What to Expect During the New Presidential Administration

Lindsay Frye | Penn Hill Group

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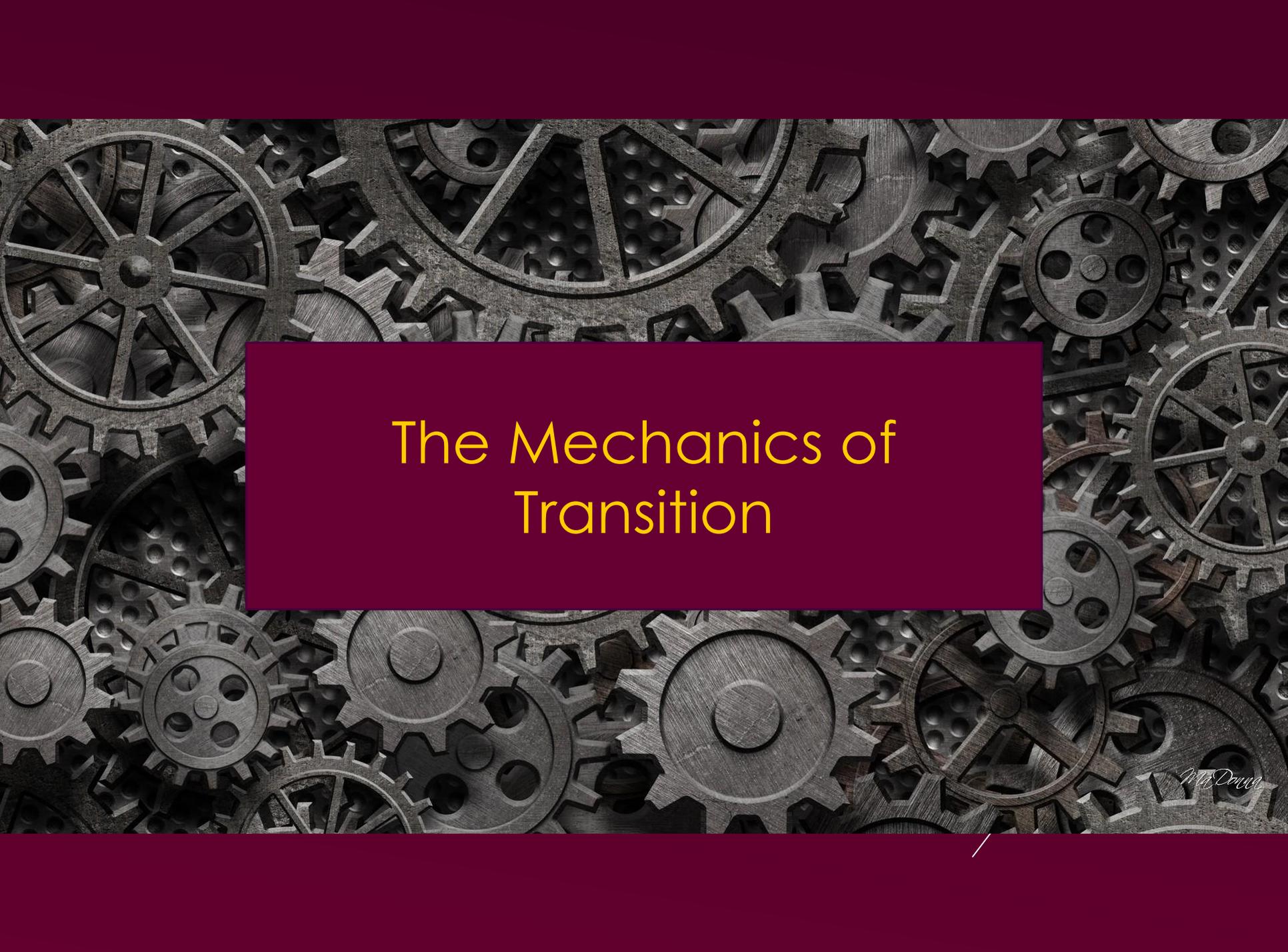
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WHAT HAPPENS NOW?

Forecasting the impact of the Presidential transition, new Administration, and 115th Congress as part of the *Talent for Turnaround: Leadership Academy* National Conference





The Mechanics of Transition

McDermott

KEY DATES

- November 8, 2016 – General Election
- November 15, 2016 – House Republican leadership elections
- November 16, 2016 – Senate Republican and Democrat leadership elections
- November 21, 2016 – President-elect Trump officially tabs Jim Manning to lead Education Department “Landing Team”
- November 30, 2016 – House Democrat leadership elections*

(*Projected, as of 11/22/2016)

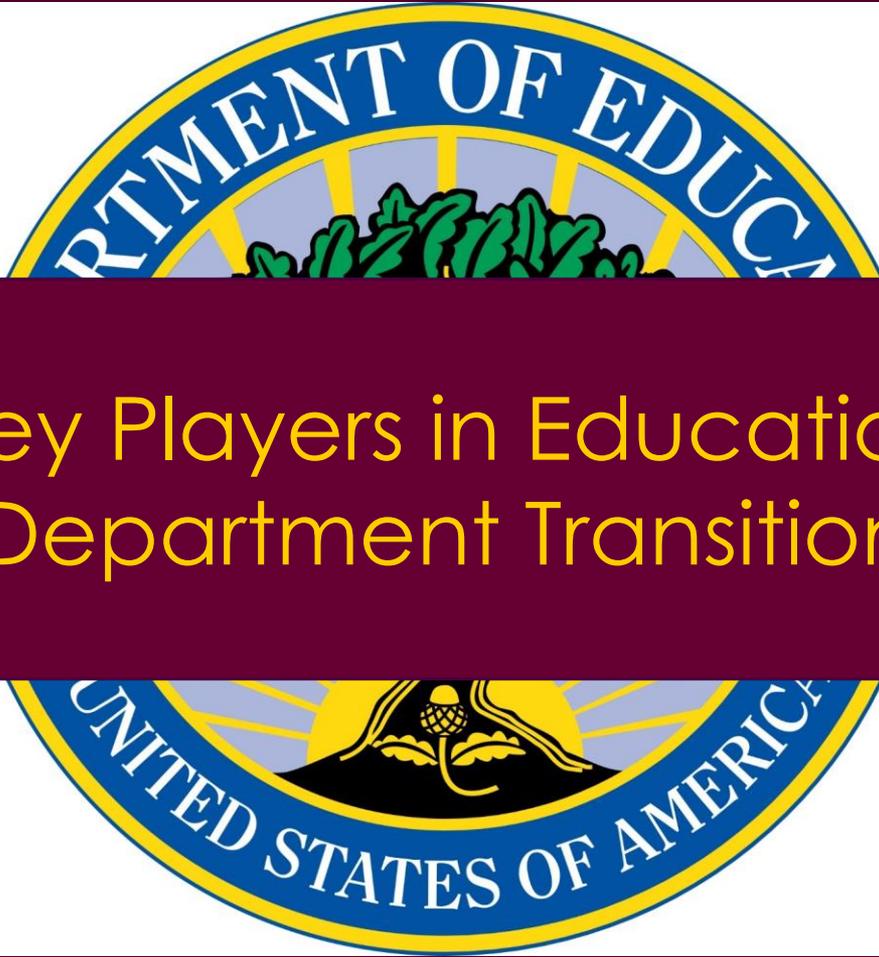
KEY DATES (CONT.)

- December 9, 2016 – Current continuing resolution (CR) expires
 - The Federal government is currently operating under a continuing resolution (CR) that runs until December 9. We expect that Congress will pass a short term CR to continue funding the government through March or April 2017.
 - This means that the FY17 budget may be being finalized at roughly the same time the new Administration is working to release its FY18 budget request.
- January 20, 2016 – Presidential Inauguration
- Late February/Early March – State of the Union*
- Early April – President's FY2018 budget request released*

(*Projected, as of 12/1/2016)

TRANSITION TEAM

- Between now and January 20, members of President-elect Trump's transition team will be working on:
 - Vetting candidates for political positions
 - Developing initiatives for the "First 100 Days" and "First 200 Days"
 - Determining what actions will take priority
- For each Agency or Department, the incoming Administration is putting together both an "Agency/Department" team (also called a "Landing" team or "Agency Action" team) and a "Policy" team.
 - The "Agency/Department" teams will meet with current officials in each agency/Department to be brought up to speed on current programs/policies, and
 - The "Policy" teams will work on fully developing the policies and proposals that the new Administration will pursue when it enters office.

The seal of the Department of Education, United States of America, is partially visible. It features a blue circular border with a yellow inner ring. The text "DEPARTMENT OF EDUCATION" is written in white along the top arc, and "UNITED STATES OF AMERICA" is written in white along the bottom arc. The central emblem depicts a sun rising over a landscape with a globe and a torch.

Key Players in Education Department Transition

ROB GOAD, POLICY TEAM LEAD

- Rob Goad served for five years as a senior education advisor to Representative Luke Messer (R-IN).
- His issue areas included a focus on K-12 issues, particularly school choice.



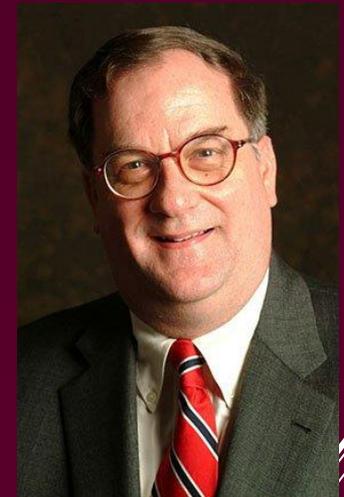
JIM MANNING, LANDING TEAM LEAD

- Manning has had an extensive government career, dating to the Carter Administration. According to Inside Higher Education, Manning “served as chief of staff to the deputy education secretary William D. Hansen” during the tenure of George W. Bush, “and...served again in the Obama administration as acting chief operating officer of federal student aid.”
- Colleagues have described Manning as “skilled at navigating bureaucracies but not particularly political,” according to Inside Higher Education.



BILL EVERS, AGENCY TEAM

- According to his biography from the Hoover Institution, where he is a research fellow, Evers “specializes in research on education policy especially as it pertains to curriculum, teaching, testing, accountability, and school finance from kindergarten through high school.”
- Prior to his position at Hoover, Evers was US assistant secretary of education for policy from 2007 to 2009. He was a senior adviser to US secretary of education Margaret Spellings during 2007. From July to December 2003, Evers served in Iraq as a senior adviser for education to Administrator L. Paul Bremer of the Coalition Provisional Authority.
- Evers received his BA (1972), MA (1978), and PhD (1987) degrees in political science from Stanford University.



TOWNSEND MCNITT, POLICY TEAM

- McNitt is a former Education Department official under President George W. Bush. She served as Deputy Chief of Staff in the Department of Education from 2005 to 2007, when she helped implement the No Child Left Behind Act, among other responsibilities.
- Prior to joining the Administration, McNitt was the staff director of the Senate education committee.
- Since 2007, McNitt has worked as a “strategic consultant”
- McNitt holds a Bachelor’s Degree from Gordon College and a law degree from The University of Notre Dame



A photograph of Donald Trump and Mike Pence standing side-by-side in a doorway. Trump is on the left, wearing a dark suit and a blue patterned tie, with a slightly open mouth as if speaking. Pence is on the right, wearing a dark suit and a red tie, with a neutral expression. The background is dark, suggesting an interior space.

Policy Priorities for the Incoming Administration

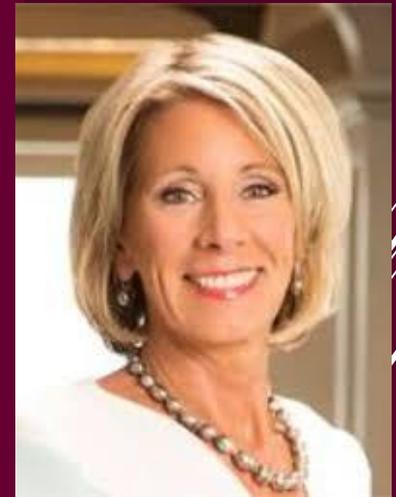
EDUCATION-SPECIFIC PRIORITIES

Throughout the campaign, and in the early stages of the transition, education has not been a major focus on President-elect Trump or the incoming administration. However, he has indicated support for certain education-related policies, including:

- **Supporting a \$20 billion dollar school choice program.** According to the plan, “each state will develop its own formula, but the dollars should follow the student,” and the funding will be repurposed from existing Federal spending;
 - In addition, the plan includes support for “merit-based pay” for teachers, as an alternative to existing tenure systems.
- Pursuing tax changes and other policies to **reduce the cost of childcare** (and other dependent care) and increase access
- During the campaign, President-elect Trump indicated openness to strategies for making **college more affordable and reducing the burden of student debt**, including:
 - Moving the government out of lending and restoring that role to private banks; and,
 - Ensuring that all colleges should have “skin in the game”

EDUCATION SECRETARY DESIGNEE: **BETSY DEVOS**

- Chairs the Windquest Group, a Michigan-based, privately held enterprise and investment management firm with diversified projects in technology, manufacturing, clean-tech and nonprofit solutions.
- Active in Republican politics - served as Chair of Michigan Republican Party
- Serves on a number of national and local boards:
 - Kennedy Center for the Performing Arts
 - ArtPrize,
 - Kids Hope USA
 - **Foundation for Excellence in Education**
 - American Enterprise Institute
- Most pertinent to her nomination as Secretary of Education, she chairs the **American Federation for Children**, an advocacy and research organization which advocates for a variety of forms of school choice including vouchers and tax-credit scholarships.
- She has argued that school choice empowers parents to find good schools for their children, including traditional public schools in other neighborhoods, charter schools (including both CMOs and EMOs), virtual schools or private institutions (private school vouchers). She also believes that the teacher unions do not focus on innovation and noted last July that the unions were a “formidable foe” at both the State and local levels.



A nighttime photograph of the United States Capitol building in Washington, D.C. The central dome is brightly lit and stands out against the dark blue night sky. The lower part of the building, including the portico with its columns and many windows, is also illuminated, showing a warm glow from the interior lights. A large, dark red rectangular box is superimposed over the center of the image, containing the title text in a yellow, sans-serif font.

Congressional Activity and Priorities

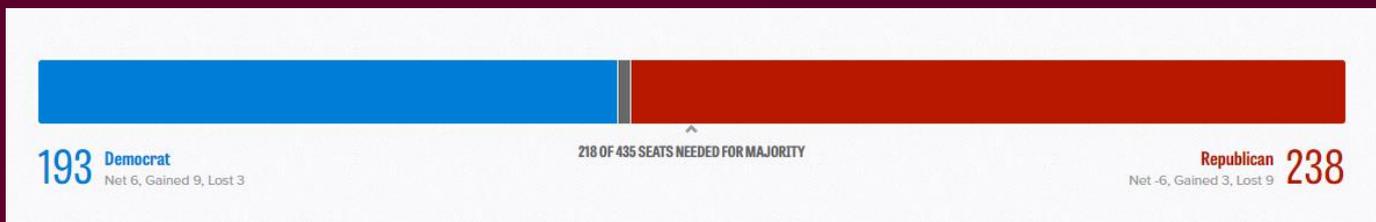
MAKEUP OF THE 115TH CONGRESS

U.S. Senate



Note: the U.S. Senate election in Louisiana is currently in a run-off

U.S. House



EDUCATION COMMITTEE LEADERSHIP

House Committee on Education and the Workforce



*Rep. Virginia Foxx (NC), Chairwoman



*Rep. Bobby Scott (VA), Ranking Member

Senate Health, Education, Labor, and Pensions Committee



Sen. Lamar Alexander (TN), Chairman



Sen. Patty Murray (WA), Ranking Member

*Note these leadership posts have not yet been officially decided upon.

LEGISLATIVE PRIORITIES FOR 115TH CONGRESS

- We expect that Congress' primary, education-related legislative priority next year will be the reauthorization of the **Higher Education Act (HEA)**, but there are also several other pieces of education legislation awaiting reauthorization, including:
 - The Perkins Career and Technical Education Act (CTE);
 - The Education Sciences Reform Act;
 - Head Start;
 - Child Nutrition;
 - The Juvenile Justice and Delinquency Prevention Act; and,
 - Individuals with Disabilities Education Act (IDEA)

LEGISLATIVE PRIORITIES FOR 115TH CONGRESS (CONT.)

- In addition to reauthorizing legislation, we also expect that Congress may pursue Congressional Review Act (CRA) action to roll back certain regulations issued by the current Administration, potentially including:
 - Supplement, not supplant under ESSA;
 - **Teacher preparation/TEACH grants**; and
 - Accountability and state plans under ESSA.
- Along with CRA action, Congress may also pursue “reconciliation,” a legislative device for making changes to authorizing legislation under rules that allow measures to move through both the House and Senate under a simple majority.



ADMINISTRATION ACTIONS

- Outside of CRA, the Administration can take several actions:
 - Executive Orders
 - Delay effective dates of regulations issued with 60 calendar days of the inauguration
 - Not enforce certain regulations
 - Issue guidance focusing certain aspects of law/regulations over others
- What will the new Administration do to give states stability to move forward with new ESSA plans?



KEY ISSUES RE: EDUCATORS

Regulations/CRA

- Will the new Administration/Congress act to roll back the teacher preparation/TEACH grant regulations?
- If so, will they be replaced with anything?

Higher Education Act

- As part of HEA reauthorization, will new requirements be placed on teacher preparation programs? Will other changes be made?

ESSA Implementation

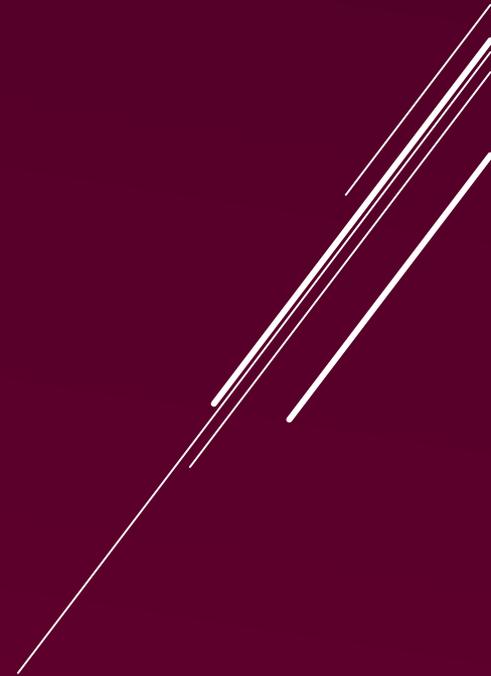
- How will the new Administration approach the implementation of ESSA, specifically Title II?
- How will the new Administration prioritize funding for Title II and programs like SEED, SLRSP, and others?

KEY THEMES TO KEEP IN MIND

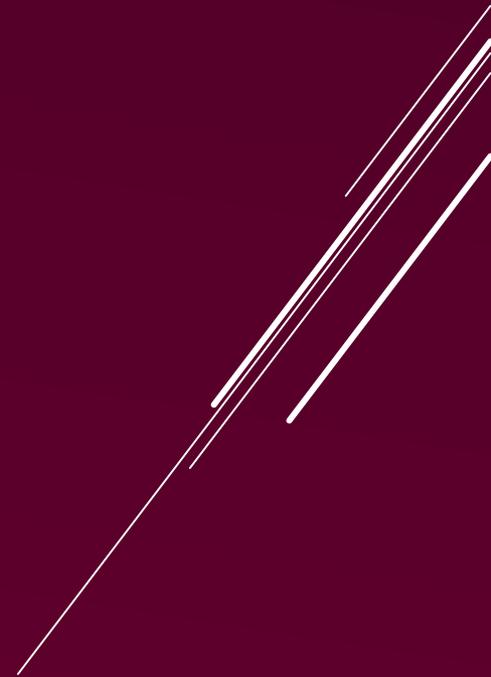
- It's likely the new administration will take a more “hands-off” approach to oversight of states and districts.
- As such, states and districts will likely have even more flexibility in how they use Federal education funding.
- The new Administration and the Republican Congress are likely to prioritize policies and programs that incorporate certain ideas, including:
 - Partnerships with non-profit organizations and/or businesses;
 - Evidence of effectiveness;
 - Innovative approaches coupled with rigorous evaluation (pay for success); and,
 - Focus on economic imperatives.
- There will likely be room for a lot of innovative ideas and approaches to teachers and education.

WHAT SHOULD STATES AND DISTRICTS DO?

- Move forward with crafting your state plans with a variety of stakeholders.
- CONTINUE the work.



QUESTIONS?



Ideas Worth Sharing



- Please take a minute to think:

What did you learn, hear, or think about during this session that is important to share with your team?

- Write it down on your Reflections and Ideas worksheet.

Team Share-Outs

Mary Peterson | West Comprehensive Center
Andrew Morrill | Center on School Turnaround



NORTHEAST COMPREHENSIVE CENTER



Ideas Worth Sharing



Ideas Worth Sharing

Please use this sheet to note anything important you heard, learned, or thought about during the Conference Sessions and then share with your team members during the course of the two days.



Day 2

| Times | Session | This is important to share with my colleagues... | Because... |
|------------|--|--|------------|
| 8:00 a.m. | Leveraging the ESSA Consolidated Planning Process <i>(David Hendrie)</i> | | |
| 12:00 p.m. | What to Expect During the New Presidential Administration <i>(Lindsay Frye)</i> | | |

Team Share-Outs



TALENT FOR TURNAROUND
EQUITABLE ACCESS | SCHOOL IMPROVEMENT

Team Share-Outs Friday, December 2, 1:15–2:15 p.m.

Session Description

Participants will discuss their learnings from the day's sessions and share connections made among the data, implications of the data, and bold talent management strategies. Teams will share their plans for continued talent management work after the conference with the whole group.

Session Goals

1. Share reflections on key learnings and takeaways from the day's sessions.
2. Identify and discuss key data points that led your team to its identified challenge and strategy, the implications of that data, and the steps your team will take to pursue the bold talent management strategy or strategies that your team selected to address the challenge.
3. Prepare a summary to share with the whole group, using the template provided below.

Suggested Agenda

1:15–1:35 p.m. Round robin, everyone shares a major takeaway from the *ESSA* or *Post-Election Forecasting* sessions.

1:35–1:55 p.m. Review the bold talent management strategy or strategies your state team has decided to undertake by identifying:

- "Here's **What!**"—the specific facts or data points that led you to your bold talent management strategy or strategies (*Here is what we know*).
- "So **What!**"—the interpretations or inferences your team made from the specific facts or data points (*It is important because*).
- "Now **What!**"—the next steps your team will take to pursue your bold talent management strategy or strategies (*Here are steps to take back home*).

1:55–2:15 p.m. Prepare a summary with the information identified below and post it on flipchart paper, using the following template.

| HERE'S WHAT! | SO WHAT! | NOW WHAT! |
|--------------|----------|-----------|
| | | |



TALENT FOR TURNAROUND
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Next Steps and Wrap-Up

Dana Chambers | Center on Great Teachers and Leaders

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■



NORTHEAST COMPREHENSIVE CENTER



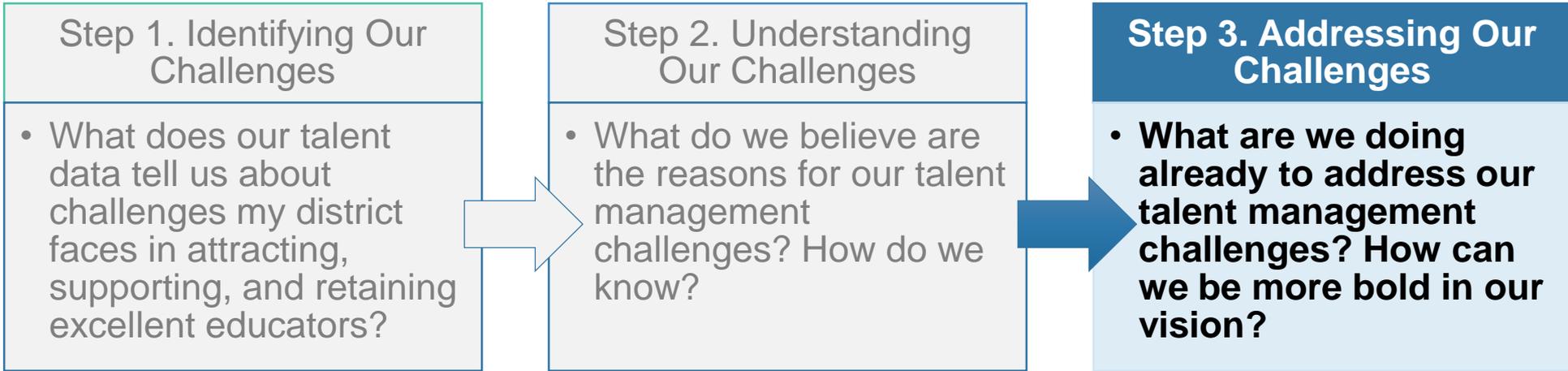
Revisiting Meeting Objectives: What have we done so far?



Reviewed current talent management strategies for alignment with identified challenges.



(Began to) design and implement a systems-level bold talent management strategy to better attract, support, and retain excellent educators in the highest need, lowest performing schools.



Recording Our Progress

- **Reminder:** Please upload one centralized version of each district team's planning templates to GroupSite
 - Steps 1-3 and "Putting it All Together: Synthesizing Our Work & Considering Next Steps"
- It's ok if your planning templates are incomplete
- Sharing templates on GroupSite gives all team members access to continue the work back at home

T4TLA Next Steps and Timeline

Winter
2016–2017

- Meet regularly with your team at home to complete Steps 1–3.
- Request TA support from your RCC.

Early 2017

- Reconvene virtually to share progress and inform design of National Meeting 2.
- Identify BOLD talent management strategy for implementation.

Spring 2017

- Reconvene for National Meeting 2.
- Prepare for implementation of your BOLD talent management strategy.



TALENT FOR TURNAROUND

EQUITABLE ACCESS | SCHOOL IMPROVEMENT

Event Post-Survey

Your feedback is important to us to help us better support your work.

Please take a moment to fill out the event survey before leaving today.

Thank you!

Questions?