



Monday, December 10, 2018

I. Policy Intelligence and Education News

- **FY 2019 funding update: CR, anomalies, meetings** – As expected, Congress and the White House extended current-year funding until December 21 for the seven government funding bills that haven't yet been enacted for the fiscal year (FY) that began on October 1. [Senate Minority Leader Charles Schumer D-NY](#) and [House Minority Leader Nancy Pelosi \(D-CA\)](#) plan to meet with President Trump tomorrow morning to discuss border security funding – the issue that is apparently holding up resolution of all seven bills. The House version of the FY 2019 Homeland Security bill has \$5 billion, but the bipartisan Senate version has only \$1.6 billion, and Senate Democrats are refusing to provide more. Democrats are now proposing to pass the six remaining bills except for Homeland Security in an omnibus appropriations package and simply extend current-year funding for Homeland Security – something Republicans do not support. In the meantime, the Administration has given Congress a list of almost \$7 billion of extra funding it wants for the rest of the fiscal year – some but not all of it included in the pending House and Senate appropriations bills. This list of “anomalies” – funding needed to keep actions going through the year above their current-year funding – does not include anything for education. Most of the request is for border and customs items, and \$1.0 billion is for the decennial census.
- **White House issues STEM Education Report** – Last week the Administration's issued a [report on STEM education](#) from its National Science and Technology Council's Committee on STEM Education. It mentions better realigning federal investments in STEM, evaluating current investments, and maximizing the outcomes of federal STEM funding, but not any increase in federal funding.
- **Washington Post Education Summit** – Attached is a summary of key points made at a Washington Post Education Summit held on November 29. Former Education Secretary Arne Duncan echoed a point that CEF makes – that education needs to be higher on the political priority list.

II. Events

- **Reminder: CEF Annual Meeting moved to Thursday, December 13, 9-noon** – We strongly encourage everyone to attend, in person or on the phone if that's not possible, as those present will elect new additions to CEF Board and vote on CEF's budget for next year. (See the [Update](#) from November 29 for the uncontested slate for the 2019 Board as well as information on the elections process.) We'll also discuss CEF's 2019 strategic plan, and provide some CEF swag and our thanks to those who have participated on CEF committees this year. Also... the legendary hot breakfast! [Please note that we shifted the annual meeting from its originally scheduled timeslot on Friday, December 14, and will hold it instead on Thursday, December 13 at the Hall of States \(444 North Capitol Street,](#)

[NW, Room 383](#)). Those planning to attend in person, please [RSVP here](#). Those who need to call in on the conference line to vote must request an absentee ballot in advance by emailing Claire Shanklin (Shanklin@cef.org) by December 12.

- **CEF's upcoming schedule –**
 - **Thursday, Dec. 13, 9-noon, CEF annual meeting, at Hall of States (444 North Capitol St, NW, Room 383).** Please [RSVP here](#). (See details above.) This is the last CEF meeting of the year.
 - **Friday, Jan. 4, 9-11am, at AACTE (1307 New York Ave, NW, auditorium).** Guest speaker: TBD.
 - **Friday, Jan. 11, 9-11am, at University of California (1608 Rhode Island Ave, NW, auditorium).** Guest speaker: Armita Pedramrazi, Education LA for Rep. Susan Davis (D-CA), the likely Chair of the 116th Congress's Education and Labor Subcommittee on Higher Education and Workforce Development.

My best,

Sheryl

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Washington Post Education Summit: “Education in America”

On Thursday, November 29, 2018, the Washington Post held an Education Summit titled “Education in America.” The event consisted of five panels of education experts and policymakers discussing different facets of contemporary American education. The panel was moderated by Washington Post reporters and noteworthy guests included **Rahm Emanuel** (Mayor of Chicago), **Mandy Manning** (2018 Teacher of the Year), **Randi Weingarten** (President of the American Federation of Teachers), **Arne Duncan** (former U.S. Secretary of Education), and **John Engler** (former Governor of Michigan).

Educating in America’s Urban Cores

Rahm Emanuel (Mayor of Chicago) discussed Chicago’s new model for education, which includes moving the city from a K-12 to a preschool-to-college one. The city is focused on raising expectations, providing more support for kids and their families outside of school, and encouraging students to further their education after high school and go to college. Mayor Emanuel emphasized that every school should be a quality school, and that if we set the expectations high and provide the necessary support, students will rise to the occasion. He also highlighted that Chicago has made immense progress on engaging students outside the classroom through mentoring, afterschool programs, and summer jobs without any federal funding.

Janice Jackson (CEO of Chicago Public Schools) said that the biggest challenges facing the Chicago Public School System are (1) preserving the progress they’ve already made; (2) providing consistent equity across the board; and (3) narrowing the gap between low-income and affluent students. She stressed that at the end of the day, the system sorely needs more federal funding.

Tackling the Challenges of K-12 Schools

Geoffrey Canada (President of Harlem Children’s Zone) discussed his experience working with students who are growing up under conditions affecting their ability to learn, such as chronic hunger and homelessness. He argued that the education system should strive to make schools into community centers with food, water, a comfortable environment, and caring adults. He

added that society needs to stop pretending that at-risk kids do not need support beyond the school day.

Mandy Manning (2018 Teacher of the Year) commented on standardized testing, saying that the education system needs to take a closer look at what we are measuring and why. She argued that U.S. education policy uses a “broad strokes” approach, and that we need to think harder about what kids today need to learn to succeed, and reassess how the education system measures progress. Ms. Manning stressed that we need to put more of a focus on making classroom learning applicable to students’ daily lives.

Randi Weingarten (President of the American Federation of Teachers) discussed AFT’s advocacy in West Virginia. Many of the state’s school-aged children live in poverty, so it is essential that schools meet the needs of students experiencing homelessness or other related issues that make it challenging to learn. Every public school should be safe, welcoming, and prepare students to be engaged citizens. She also touched on the teachers’ walkouts in West Virginia, highlighting the outcry against cuts to public education budgets in red states.

The Case for Social and Emotional Learning

John Bridgeland (Founder and CEO of Civic) discussed new research by Civic with Hart Research Associates showing that academic learning is not enough to prepare young people to be economically productive, civically engaged, and emotionally fulfilled adults. Instead, schools should also be focusing on social and emotional. The study found that although high schoolers generally like their schools and teachers, they feel that they are missing social and emotional skills development. Mr. Bridgeland stated that this research should be a wakeup call for our education system, and that it is clear there is a huge gap in students’ preparation for life beyond school. He suggested that policymakers and educators listen to the kids experiencing this and meet their needs rather than reiterating reforms at the public policy level.

Tim Shriver (Board Chair of Collaborative for Academic Social and Emotional Learning) described the desire of high school students for social and emotional learning as “a community-level revolution led by young people.” He argued that schools need to provide opportunities for students to focus on relationships, belonging, and purpose. Mr. Shriver also stressed that emotional learning provides students with a stronger developmental background that allows them to better absorb academic material, making the topic worthy of further exploration.

Education 360: Debating the Future

Diane Ravitch (New York University Professor and former U.S. Assistant Secretary of Education) asserted that for the past twenty years, federal education programs have done more harm than good, and that *No Child Left Behind* specifically inflicted damage from which the American education system still has not recovered. Ms. Ravitch stressed that policymakers should not subject schools to policies that do not work, back off federal policy, and adequately

fund schools so students and teachers have what they need to succeed. She also cited standardized testing as one of the chief contributors to the achievement gap.

Robert Pondiscio (Senior Fellow and Vice President for External Affairs at the Thomas B. Fordham Institute) pushed back on Ms. Ravitch, arguing that a low-income person of color in an urban center is better off now than he or she would have been twenty years ago. He discussed his complicated relationship with standardized testing, describing it as “like holding a wolf by the ears—you don’t like it, but you can’t let go.” He said that although standardized testing has some adverse effects, the data we get from it is essential, because without it, we would not be able to quantify the achievement gap at all.

Bridget Terry Long (Dean of Harvard University’s Graduate School of Education) stated that the standardized testing landscape is complicated, and injects both some good and some bad into our education system. She feels standardized tests are important not just to track progress of individuals, schools, or districts, but to learn what works for whom in what context. Ms. Long also stressed the importance of balancing the need for sufficient research and experimentation with the urgency of situation. Today’s kids and their parents cannot afford to wait until policymakers figure out the best path forward.

What’s Next on the National Education Agenda

John Engler (President of Michigan State University and Former Governor of Michigan) remarked that Washington gets in the way of local education. Education policy is really carried out at the state and local levels, and federal intervention just creates inefficiency and red tape when the administrators and teachers on the ground know best. He said that public education ought to have one requirement: that every child learns to read. Governor Engler noted the tremendous interest in education-related philanthropy, and floated the idea of only making philanthropic funds accessible if schools taught to a certain level.

Arne Duncan (Managing Partner at Emerson Collective and Former U.S. Secretary of Education) stated that the appropriate role of the federal government in education is a commitment to equity, a focus on excellence, and a commitment to innovation. There is not one way to do things, and the government needs to be scaling things that work. He also stressed that even though everyone talks about education being a high priority, it is not an issue that we vote on or that takes priority during elections. The United States need to bring it to the top of our priority list and debate education on the national stage if we want a national solution.