THIS YEAR’S UNIQUE VIRTUAL EVENT IS FOR EVERYONE WHO BELIEVES NOW IS THE TIME TO RETOOL EDUCATION—AND WANTS TO GET IT RIGHT!

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Registration includes three days of access to EdVision keynotes and interactive EdTalks plus more than 100 Palooza sessions where you’ll engage with policy experts on topics ranging from educational equity, early literacy, early college and the future of assessments to education-to-workforce, closing the digital divide and the future of learning, schools and teaching.

EdPalooza is a can’t-miss event for policymakers, policy shapers and practitioners!

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### SCHEDULE EACH DAY:

11am - 1:15pm EST
EdVision and EdTalk Sessions

1:45 - 5:15pm EST
EdPalooza Sessions
PRESIDENTIAL REFLECTIONS

This special keynote conversation brings an extraordinary perspective to the work across all 50 states to transform education: the reflections of a U.S. President. From his years as Governor of Texas and his time in the White House to the ongoing work at the George W. Bush Institute in Dallas, President George W. Bush has long focused on education and the transformative policies that make a difference for students.

President George W. Bush is the 43rd President of the United States. He now leads the George W. Bush Institute in Dallas, Texas.

Secretary Margaret Spellings served at the 8th U.S. Secretary of Education and as President of the University of North Carolina.

Seeing educational quality as a civil rights issue, President Bush speaks to the goals and specific policies that can erase failure, strengthen achievement and ensure success for every child. From early literacy and accountability to well-designed pathways into the workforce, his presidential reflections remind us what collaborative and courageous leadership in education requires—whether in local schools or the halls of government—and all that it can achieve.

Join President George W. Bush on December 1 for his extraordinary insights on presidential and gubernatorial leadership in education, the coalition-building that can ignite change and the post-pandemic road ahead for everyone working to ensure success for students and the future of education in America.
EDVISION

REFLECTIONS ON EDUCATIONAL LEADERSHIP

EdPalooza’s premier EdVision event includes a keynote conversation with one of our nation’s most distinguished education leaders. Secretary John King speaks, first and foremost, to the profound influence of educators in inspiring him and to their instructional challenges in this pandemic year.

Drawing on his service in federal, state and nonprofit sectors, Secretary King shares perspectives on long-standing issues of educational equity, digital access and the role assessments should play in resource allocation. He also highlights the innovative strategies educators are using to help their schools go beyond just recovery but also to move toward excellence.

John King served as the 10th U.S. Secretary of Education. He is President and CEO of The Education Trust.

Elisa Villanueva Beard is the CEO of Teach for America.

Don’t miss Secretary John King on December 1 for his insights on the most pressing pandemic challenges in education plus strategic recommendations to strengthen schools, build coalitions and reimagine ways to ensure a quality education and hopeful future for every child.
This year has been like no other in exposing America's digital divide. Lack of access to the most essential tools of modern life—broadband and digital devices—has disrupted learning for millions of students during the pandemic and impacted instruction by hundreds of thousands of teachers. Yet this is far more than an education challenge; digital access is a national challenge. It demands our boldest solutions and strongest coalitions to create equity and a thriving, 21st-century economy, while prioritizing students and ensuring success for every child.

Governor Jeb Bush is the 43rd Governor of Florida and the Founder and Chairman of ExcelinEd.

Larry Irving is a former Assistant Secretary of Commerce and now president and CEO of the Irving Group. He is largely credited with coining the term “digital divide.”

Jonathan Adelstein served as Commissioner of the Federal Communications Commission and now leads the Wireless Infrastructure Association.

Evan Marwell is the founder and CEO of EducationSuperHighway, working to upgrade Internet access in all public school classrooms.

Moderator Stefanie Sanford is the Chief of Global Policy and External Relations for the College Board.
EDVISION

IN THE HANDS OF OUR CHILDREN:
THE ROAD AHEAD FOR A STRONG DEMOCRACY

It will be up to our children—today’s students—to carry forward the ideals of our nation, sustaining and improving on our foundational belief in equal opportunity for all. This critically important conversation is for everyone connected to education, whether in policies, programs, classroom practice or parenting.

Condoleezza Rice served as our nation’s 66th Secretary of State and national security advisor, and she currently directs the Hoover Institution. She is the author of more than ten books, including Democracy: Stories from the Long Road to Freedom.

Jon Meacham is a Pulitzer Prize-winning author and contributing editor at TIME. His books include In the Hands of the People: Thomas Jefferson on Equality, Faith, Freedom, Compromise, and the Art of Citizenship and, most recently, His Truth is Marching On: John Lewis and the Power of Hope.

Moderator Juan Williams is an award-winning journalist and political analyst and the author of six books.

This keynote conversation between two visionaries shares perspectives on the importance of democracy and civic engagement to the future of our country—and the world. They will explore the crucial role of civics education in ensuring young people of today are prepared to successfully lead in a complex, divided and rapidly changing world.

Join Condoleezza Rice and Jon Meacham on December 3 for this critically important conversation, where you’ll hear about engaging students of all ages in civics education, expanding the narrative of America’s history and why education is at the heart of a strong democracy.
Amanda Ripley is an investigative journalist and bestselling author of *The Smartest Kids in the World—and How They Got That Way* and *The Unthinkable: Who Survives When Disaster Strikes—and Why*, published in 15 countries and turned into a PBS documentary.

In *The Unthinkable*, Ripley explores the mysteries of human behavior using science and storytelling, describing how the brain reacts under extreme duress—with widespread implications during this pandemic year. Her work brings to light how adults and children react before, during and after disasters and what this means to education leaders and policymakers in an era of unprecedented disruption.

**Catch Amanda Ripley’s EdTalk on December 1 for insights into the human experience during disasters, the decisive moments that result and how to build resilience through unsettling yet transformative times!**

LIVE Q & A moderated by Patricia Levesque, CEO of ExcelinEd

Educator and bestselling author Irshad Manji’s latest book, *Don’t Label Me: An Incredible Conversation for Divided Times*, is dedicated to finding common ground in a fractured world. During a time of unprecedented discord and division—amplified by the disruption of the global pandemic—Manji’s guidance on public listening and creating a culture of civility, diversity and inclusion has widespread implications.

Founder of the Moral Courage Project at University of Southern California, Manji’s work seeks to humanize civic discourse with skills that empower us to find common ground and live with moral courage. Without inflaming the culture wars, Manji shows us how to celebrate individuality, embrace diversity of thought and create unity without uniformity.

**Join Irshad Manji’s LIVE EdTalk on December 2 for a conversation on transforming disagreement into opportunity and breaking out of the fishbowl to develop lasting solutions that can help to heal America. Chris Stewart, CEO of brightbeam, will moderate this live session.**
International education leader Andreas Schleicher oversees the Programme for International Student Assessment (PISA), giving leaders around the world essential, comparative information about student achievement. Based for more than two decades at the Organisation for Economic Co-operation and Development, Schleicher works across nations and cultures to improve quality and equity in education. His global platforms—and acclaimed book, *World Class. How to Build a 21st Century School System*—are empowering policymakers, researchers and educators to innovate and transform educational policies and practices.

One of Schleicher’s observations during his collaboration with education leaders around the world is that the best education systems look forward and outward with systemwide innovation and purposeful collaboration. His research continually demonstrates that policy can, and does, make a difference.

*Join Andreas Schleicher’s EdTalk on December 3 for insights on the impact of this year’s global pandemic on student learning and which countries are responding well to our rapidly changing world—and why.*

*LIVE Q & A moderated by Marc Sternberg, K-12 Education Program Director, Walton Family Foundation*
EdPalooza offers 100 virtual Palooza sessions! Here you will find the latest education policy trends, innovations and state-driven solutions designed to transform education.

Check out these Palooza sessions below, and be sure to check back often for more details. You’ll see the sessions grouped into 11 key themes essential to education transformation!

DATA: ASSESSMENTS, ACCOUNTABILITY, SCHOOL IMPROVEMENT, LEARNING LOSS

From Predicting to Preventing – Avoid Learning and Economic Losses from Becoming Reality

ExcelinEd | Andy Smarick, Manhattan Institute, Emma Dorn, McKinsey & Company, John Friedman, Brown University, Robin Lake, Center on Reinventing Public Education, Dr. Nat Malkus, American Enterprise Institute

No one yet knows the full extent of impacts the COVID-19 pandemic will have on our country’s students, both economically and academically, and how that impact will further restrict opportunity for all. Researchers from McKinsey and Company, the World Bank and Opportunity Insights will present their findings, arming policymakers and other education stakeholders with the data they need to develop state-specific policy solutions for each of their states.

Preparing for State Testing in 2020-21: You have Challenges, We have Solutions!

ExcelinEd | Christy Hovanetz, Ph.D., ExcelinEd; Steve Kromer, Cambium Assessment; Lisa Lepic, Pearson; Sandy Wiese, Data Recognition Corporation

State leaders must be prepared to administer a statewide standards-based summative assessment in 2020-21. Whether conducted in a remote or in-person environment, gathering comparable and reliable information on student performance is essential to make objective policy and resource decisions. States should be negotiating with their testing contractor to make customized decisions to prepare for Spring 2021. Join leaders from the nation’s largest testing companies as they share innovative solutions for remote delivery, security and proctoring of state assessments to yield valid and reliable results.

ExcelinEd | Tim Field, Education Strategy and Management Consultant; Dr. Eve Carney, Tennessee Department of Education; Joe Siedlecki, Texas Education Agency; Jonas Zuckerman, Wisconsin Department of Public Instruction

School turnaround is arguably one of the hardest things to do in education, and it has now become even more challenging in light of the global pandemic. This session will cover how states are thinking about school turnaround systems and structures during COVID-19, highlighting effective practices that are continuing and where changes have been made.

Timetravel.  I Wish!  We’ll Just Discuss the Future of Testing

ExcelinEd | Claire Voorhees, Walton Family Foundation; Denise Forte, The Education Trust; Chad Aldeman, Bellwether Education Partners

Testing itself does not improve student outcomes, but the data it produces should inspire action that WILL improve student outcomes and also close learning gaps through transparency, equity and state-level resource allocation and policymaking. True accountability comes when parents, policymakers and the public can interpret the test results. Join national experts as they predict the future of testing.

How Strong State Leadership Can Stem the Tide of Learning Loss

Center on Reinventing Public Education | Ashley Jochim, CRPE; Bree Dusseault, CRPE; Hanseul Kang, Broad Center at the Yale School of Management; David Mansouri, Tennessee SCORE; Kira Orange Jones, Louisiana BESE

This spring, analyses by the Center on Reinventing Public Education found a wide variation in how schools and districts responded to COVID-19, exposing the limits of local control in public education. The unevenness of schools systems’ capacity to support students in remote learning threatens lasting harm to the academic prospects of the most vulnerable students. We will highlight data from CRPE analyses showing how many school systems left learning to chance, and that many states did not use their full authority to ensure learning continued despite the pandemic. Then, in a conversation with leaders and advocates from states that showed strong leadership during the pandemic, we will highlight the ways state policymakers can ensure school districts can stem the tide of learning loss, ensure a higher-quality instructional experience for students in the coming months, and encourage innovations that can both address the current crisis and produce lasting improvements in the ways schools support students in the future.
Credential Transparency: The Next Step in States’ Journey to Impactful Use of Data

Data Quality Campaign | Jane Clark, Data Quality Campaign; Scott Cheney, Credential Engine; Jim Purcell, Ed.D, Alabama Commission on Higher Education

Session participants will learn more about and discuss what credential transparency actually means, its value to states, it’s benefit in improving navigation and guidance tools and services for students and workers. The session will also explore the role that higher education as a whole can and should play, and policy options to help move credential transparency forward as part of a state’s overall work and history around data quality.

A Better Use of Tests

EdNavigator | Tim Daly, EdNavigator; Terra Wallin, The Education Trust; Dan Goldhaber, CALDER

Newly published research suggests that an individual student’s results on state tests, as early as third grade, are predictive of long-term educational outcomes, such as high school graduation and advanced course taking. This finding has the potential to inform teacher communication with parents, who have tended to view test scores as less valuable than other indicators of academic progress, such as class grades. Discussants will review the new research and its implications.

Are Your State’s Young People on Track? How Do You Know?

George W. Bush Center’s State Data Project | Anne Wicks, George W. Bush Presidential Center; Jason Dean, Mississippi State Board of Education; Susana Martinez, Former Governor of New Mexico; Beverly Perdue, Former Governor of North Carolina; Dr. Tenette Smith, Mississippi Department of Education

We all want our state’s young people to be prepared for prosperous, self-determined lives, able to support themselves and their families. And we want our policy makers and researchers to have access to robust interconnected data systems that drive understanding and solutions. Our reality is the opposite. Why don’t we have a better understanding of the connections between early childhood, public education, and the workforce? The George W Bush Institute developed a data tool comparing state performance from early childhood to workforce that also includes state bright spots and key findings for state leaders. This session will introduce the tool and use a case study to bring it to life.
Race & Education: Confronting the Misuse of Data in Educating Students of Color

Hunt Institute | Dr. Javaid Siddiqi, Hunt Institute; Heather Harding, Charles and Lynn Schusterman Family Foundation; Erica Hines, NCTR; Gerard Robinson, Advanced Studies in Culture Foundation

As policymakers, administrators, and educators seek to correct inequitable outcomes for children of color they must invest in collecting and using data and creating research-based solutions. While data can be a powerful tool for social good, it can also be poorly collected, poorly disaggregated, misinterpreted, and misused, leading to widening educational gaps for America’s children of color. Moreover, as states grapple with changes on how to measure student achievement, it’s critical to consider the implications of how students of color would be impacted. In this webinar, hear from resource experts on how best to disaggregate, manage, and evaluate data in ways that will spark education policy change for students of color.

Best Practices in Closing Learning Gaps: What We Know from School Leaders, Data, Equity & Systems Thinkers

Khan Academy, The Education Trust and National Equity Project | Kimberly Carter, Battle Creek Public Schools; Kristen DiCerbo, Khan Academy; Hugh Vasquez, The National Equity Project; Terra Wallin, The Education Trust

A major challenge in education is how to get all learners to proficiency on grade level standards. We see overall achievement gaps between racial, ethnic, and income groups. When we look closely at individual students, we see gaps in their knowledge. Our current circumstances due to COVID have the potential to lead to learning losses that will widen these learning gaps. This panel will seek to identify ways we can seek to close these gaps.
TIME OUT: Rethinking Seat Time and Social Promotion in the Wake of the COVID-19 Crisis

Thomas B. Fordham Institute | Michael Petrilli, Thomas B. Fordham Institute; Diane Schanzenbach, Northwestern University; Paolo DeMaria, Ohio Department of Education; Michael B. Horn, Christensen Institute

The COVID-19 pandemic presents huge challenges but also opportunities for American education. One of the biggest challenges is the massive learning loss that so many students are experiencing—especially poor children and children of color. The opportunity is to rethink our education delivery model, now that we see that learning can happen outside the four walls of the classroom.

This panel will explore what state policymakers can do to address the learning loss challenge and take advantage of the “learn anywhere” opportunity, especially when it comes to their regulations around seat time and social promotion.

It makes little sense to rush students who have fallen further behind to the next grade, just out of habit. Especially for little kids, lost ground may never be made up. Elementary schools should therefore be allowed—maybe even encouraged—to give the gift of extra time to students who are now multiple years below grade level. They might even want to add an extra “grade” to their school, like “Kindergarten-and-a-half.” How would this impact state funding systems, budgets and other policies?

Meanwhile, for those students who thrived with online or hybrid learning models, how do we ensure continued access to this model of schooling? Could states allow high schools to experiment with models that let students learn from home half of the time? What kinds of quality control mechanisms would need to be in place to ensure that students are actually achieving proficiency and competency if we change or remove traditional seat-time requirements?
DIGITAL DIVIDE: EQUITY, ACCESS, INSTRUCTION, INNOVATION, INFRASTRUCTURE

**THURSDAY**
December 3
4:15pm

**Digital Divide: The Problem and Call to Action**

**ExcelinEd** | Amina Fazlullah, Common Sense; Daniel Anello, Kids First Chicago; Evann Freeman, EPB; Daniela Fairchild, Rhode Island Department of Innovation

This panel will highlight a variety of perspectives (state, local, and nonprofit) on the short- and long-term solutions to bridge the digital divide, and to support a focus on equity through policy on: connectivity and access, state and local partnerships, funding solutions, and more robust data to support virtual learning. We will identify new challenges and expectations for the future as well as share learnings and experiences from leaders who are driving change and making an impact.

**TUESDAY**
December 1
1:45pm

**Are Digital Curricula Making the Grade?**

**ExcelinEd** | Divya Sridhar, ExcelinEd; James Lane, Virginia Department of Education; Nick Moore, Alabama Office of the Governor; Sam Verghese, Florida Virtual School

As the nation’s schools quickly shifted from brick and mortar to online or distance learning, there were many questions about the quality and effectiveness of teaching K-12 students in what is considered non-traditional for most. One of the challenges is the adaptability of the curricula to transform from its intent to be taught face-to-face versus virtually. This session explores best practices and the steps state and districts are taking, with the use of CARES funds, to support high-quality learning experiences through strong curriculum, state and local resources, and district virtual learning plans.

**WEDNESDAY**
December 2
4:15pm

**The Future of Digital Education in a Post-COVID World**

**Sponsored by Edmentum, Inc.** | Lizzette Gonzalez Reynolds, ExcelinEd; Kirsten Baesler, North Dakota Department of Public Instruction; Joy Hofmeister, Oklahoma State Department of Education; Jamie Post Candee, Edmentum, Inc.

The large-scale national experiment with universal digital K12 education portends necessary changes to policy and practice. Will LEAs maintain multi-modality teaching and learning operations indefinitely? Will SEAs require teacher preparation programs to enshrine digital education into their pre-service curricula and field experiences? How does this collective experience re-shape the seat time vs. mastery conversation? Two experienced chief state school officers and the CEO of the world’s very first digital education company will explore these issues while the country is still in the midst of the shared disruption experience.
PALOOZA SESSIONS

DIGITAL DIVIDE: EQUITY, ACCESS, INSTRUCTION, INNOVATION, INFRASTRUCTURE (cont.)

THURSDAY
December 3
3:00pm

Our Next Public Education Imperative: Elevating COVID-19’s Emergency Remote Learning to Effective, True Online School


This spring, amid the COVID-19 pandemic, American educators were heroic in their efforts to provide emergency e-learning solutions to students - with almost no warning, and little or no training. They rolled out a patchwork of local e-learning initiatives virtually overnight and did so again - with slightly more advance warning - this fall. Yet many in the K-12 education community have acknowledged that “COVID-19 remote learning” does not reflect a true and robust online school experience and its promise of equity and access. Pearson online learning experts Mickey Revenaugh (co-founder of Connections Academy full-time online schools) and Nik Osborne share insights, lessons learned and pandemic perspectives with colleague Allison Bazin. These e-learning pioneers – with 20+ years in fully online K-12 schools - share with session participants the key differentiators between ‘emergency’ and true online learning programs, and why it’s a public policy imperative that we elevate e-learning programs to more fully serve all students.

TUESDAY
December 1
4:15pm

Virtual Education and Cultural Shifts - What’s Next? Ideas for Policy Makers


Florida Virtual School (FLVS) President & CEO will lead a panel discussion with state education leaders on cultural trends that will impact traditional education beyond COVID-19, as parents look for safe, stable, and flexible options that support equitable academic achievement. The panel will explore how parent and teacher expectations after COVID-19 will influence policies at their state level. Participants will explore trends in virtual education, future challenges in educating all students, and policy implications across the United States.
Digital Innovation - Just the Vaccination for COVID’s Impact on Education and Workforce Development

CER | Amanda Antico, Evolved Global; Dre Bennin, New U Venture Partners; Marco Cappellini, Centrica; Sam Caucci, 1Huddle; Richard Collins, Programma Doppio Diploma; Jamey Heit, Ecree; Enrico Poli, Zanichelli Venture; Adriana Murrietta, Pharos Foundation

Coming off the hugely successful U.S. - Italia Ed Innovation Festival, a historic collaboration between our two countries, CER will convene ed tech innovators who have been exploring digital solutions at all levels to continue to transform learning in a post-COVID world. COVID has exposed just how inflexible education is in all forms globally. Technological advances are making the one size fits all classrooms of the last century obsolete. Join us for a lively and visionary discussion at what they are seeing and doing K-Career!

The Drive to Digital Transformation in Education

Curriki | Abby Ross, Curriki; Brian Blanton, Henry County Schools; Lee D’Andrea, South Carolina Department of Education; Michael Borcherds, GeoGebra

In this challenging new era of education, leaders have examined policies and programs to bring the highest quality learning experiences to students that are also cost-effective. This session takes a deep dive into what’s working for education leaders and policy makers in K-12, higher education, and corporate training. Distinguished panelists will discuss the future of education and the innovations, strategic policies, and programs in order to design a new learning landscape.
DIGITAL DIVIDE: EQUITY, ACCESS, INSTRUCTION, INNOVATION, INFRASTRUCTURE (cont.)

The Case Against Returning to Normal

NewSchools Venture Fund | Frances Messano, NewSchools Venture Fund; Robin Lake, Center for Reinventing Public Education; Keri Rodrigues, National Parents Union; Matt Wunder, DaVinci Schools; David Miyashiro, Cajon Valley Unified School District

When schools closed their doors in March every school and school system in America had to reimagine learning in what’s probably the biggest natural experiment in school innovation in history. For many the desire to return to normal is palpable. After months of physical isolation, prolonged stress and anxiety, upended routines, financial uncertainty, and, for some, sickness, death, and grieving, we just want to go back to normal. But what if normal is the wrong goal? Returning to “normal” for low-income students means returning to dilapidated school buildings, staffed with the least experienced teachers, operating on a fraction of the funds more affluent schools enjoy. The result is embarrassingly wide opportunity gaps.

In this session, join us for a roundtable discussion about how distance learning can act as a quantum leap in implementing innovative school models and learning environments, and the policies to support them.

The Moment of Truth for Educational Technology

Organization for Economic Co-operation and Development | Anthony Mackay, National Center for Education and the Economy; Allison Littlejohn, University College London; Aape Pohjavirta, Funzi; Justin Reich, MIT Learning Lab; Dirk Van Damme, OECD

ICT and digital technologies are slowly becoming part of the educational landscape, but - notwithstanding promises of evangelists - failed to disrupt the system. COVID-19 is a game-changer, as schools and teachers had to shift to distance education and online learning to secure educational continuity. Yet, experiences have been mixed: online learning did not prevent learning loss, amplified existing inequalities among students and was not perceived to be a viable alternative to classroom teaching and learning.

This session will try to identify the short-term, incremental changes needed to help school to quickly integrate distance education and online learning in the ‘new normal’ of educational delivery. These incremental changes could refer to the three digital divides of 1) infrastructure and connectivity, 2) digital skills of teachers and students, and 3) high-quality usage of digital opportunities by all partners involved.
EARLY LITERACY: SCIENCE, INSTRUCTION, PROGRESS

SPOTLIGHT: What’s All this Fuss About the ‘Science of Reading’?
ExcelinEd | Emily Hanford, American Public Media

Emily Hanford, senior correspondent for APM Reports, sent shockwaves across the United States and around the globe when her 2018 podcast episode and article, Hard Words, brought mainstream media attention to the importance of teacher knowledge about the science of reading. In this presentation, Emily will tell the story of how she became interested in early reading instruction, discuss key insights from the scientific research and share what she has learned from educators across the country. Emily's many podcast episodes and articles about reading can be found at apmreports.org/collection/reading.

Assessing Economic Gains from Eradicating Illiteracy, Nationally and Regionally Across the United States
ExcelinEd | Jyoti Schlesinger, Barbara Bush Foundation; Dr. Jonathan Rothwell, Gallup; Dr. Jennifer Schnakenberg, Meadows Center for Preventing Educational Risk

Join distinguished researchers Dr. Jennifer Schnakenberg, COO of the Meadows Center for Preventing Educational Risk, and Dr. Jonathan Rothwell of the Brookings Institute as they discuss the economic consequences of illiteracy. They’ll cover the policies, practices and interventions that should be in place in every state’s elementary, middle and high schools to ensure all students graduate with adequate levels of literacy. This session will also help policymakers understand what elements must be required to provide interventions for students who are struggling with literacy, regardless of grade level.

Policy to Practice: What Happens After a Literacy Bill Becomes a Law
ExcelinEd | Rupen R. Fofaria, EdNC; Dr. Errick L. Greene, Jackson Public Schools; Dr. Shannon Whitehead, McNeal Elementary School; Dr. Carey Wright, Mississippi Department of Education; Kristen Wynn, Mississippi Department of Education

It’s tempting to view passage of a policy as the end point on an issue. In reality, adopting a new policy is just the beginning. Next, comes the complex task — at the state, district and school levels — of translating new policy into practices that create meaningful improvement for students. Join us for a panel discussion that looks at the Mississippi case study: Implementing key components of Mississippi’s Literacy-Based Promotion Act on the state and local levels. Hear from many of the leaders involved with successfully turning the new law into rising reading scores across the state.
Getting Lit: Transforming Our Next Generation of Readers

Thomas B. Fordham Institute | Robert Pondiscio, Thomas B. Fordham Institute; Robin McClellan, Sullivan County Schools; Jessica Sie, Success Academy; David Steiner, Johns Hopkins Institute for Education Policy

Even prior to the COVID-19 pandemic, a whopping two-thirds of American fourth and eighth graders could not read proficiently—with even more dire outcomes for students from disadvantaged backgrounds. Today, given continued school closures and concerns about widespread learning loss, improving the reading ability of young students could hardly be a more urgent priority.

This panel will explore the use of instructional time in elementary schools, whether students who spend more time on certain subjects make greater progress in reading, and how these effects differ by student characteristics. It will also address what states, education schools, and alternative teacher certification programs can do to better enhance teacher preparedness and incentivize the adoption and use of knowledge and language-rich curricula, particularly in the elementary schools.
Do The Least Harm: Best Practices for States Facing Cuts to K-12 Funding

ExcelinEd | Kenya Bradshaw, TNTP; Paolo DeMaria, Ohio Department of Education; Matthew Joseph, ExcelinEd; Nathan Levenson, DMGroup; Emily Schultz, National Alliance for Public Charter Schools

If states must make unavoidable cuts to K-12 funding in the coming year or beyond, they can do so in a way that is equitable, student-centered and strategic—and they can encourage districts to act similarly. ExcelinEd and several partners have developed principles to guide state policymakers in making pandemic-related K-12 funding cuts as well as an assessment tool to help states apply the principles to their unique circumstances. This session will highlight states that are doing the best job in making K-12 funding cuts that are equitable, student-centered and strategic.

How Well are States Actually Helping Public Charter Schools with their School Facilities?

ExcelinEd | Robert Pondiscio, Thomas B. Fordham Institute; Senator Eric Bassler, Indiana Senate; Matthew Joseph, ExcelinEd

States have created a diversity of policies—on paper—to help charter schools with facilities, but how well are these policies meeting the needs in a state? ExcelinEd has developed a new way to quantify how much of the need state policies are actually meeting, including a tool policymakers and partners can use to explore how they can better meet the need in the future. Learn about the new tool, how it was piloted in one state and how it can be used to advocate for better policies supporting charter school facility needs.

Time to End Seat Time in School Funding

ExcelinEd | Dr. Larry Miller, Florida SouthWestern State College; Matthew Ferguson, South Carolina Education Oversight Committee; John Gimpl, Minnesota DOE; Angie Stallings, Utah State Board of Education

COVID-19 has shown that seat time funding rules are outdated, making artificial distinctions based on the location of instruction and without any assurances of quality. States are now developing alternatives that incentivize student learning and promote competency-based education. This session will highlight how three states are exploring alternatives to traditional seat time funding.
Hidden Funding Cuts: How Pension Debt is Exacerbating Education Finance Inequities and Challenges from COVID-19

**Equable Institute** | Sandi Jacobs, *EducationCounsel*; Carrie Hahnel, *Opportunity Institute*; Anthony Randazzo, *Equable Institute*; Josue Tamarez, *Dallas ISD*

There are school districts in America that have struggled to maintain their buildings or update technology for students because of growing pension debt payments. These were problems before COVID-19, but they have been made much more tangible amid this pandemic environment. This panel will talk through what teacher pension finance challenges exist across the country, how the costs of hundreds of billions in funding shortfalls have created hidden budget cuts for school districts, and what can be done about it.

Fund Everything: Stories from the Field

**50CAN** | Ned Stanley, *50CAN*; Victor Evans, *TennesseeCAN*; Steven Quinn, *GeorgiaCAN*; Ariel Smith, *Transform Education Now*

As we embark on the first full year of schooling during the global COVID-19 pandemic, one thing is clear: America’s K-12 education system is in crisis. It is time to bring an emergency mindset to education funding by doing everything in our power to not let the 2020-2021 school year lead to irreversible learning losses for a whole generation of students while building toward a more resilient and student-centered future. Join us for stories from 50CAN campaigns in Colorado, Georgia and Tennessee where you will hear from state leaders and insiders on how we adapted to this new reality, the challenges we have faced and why we are fighting to fund everything for families.
Combustion or Catalyst? Moving Toward a Sustainable Education Ecosystem Through Personalized Learning

ExcelinEd | David Ruff, Great Schools Partnership; Alison Kearney, Noble High School; Nicki Slaugh, Quest Academy; Chelsea Waite, Christensen Institute

Calls to redesign the US education system have been ongoing for many years, but the realities of 2020, including the COVID-19 pandemic and increased racial tensions, have surfaced a new urgency: creating educational models that are able to survive in the midst of external turmoil and thrive to realize equitable student outcomes. This session will explore how schools that had previously implemented personalized learning and established meaningful student-teacher relationships were more prepared to face learning continuity challenges this year. Further, the presenters in this session will offer ideas and strategies that school leaders can take now to create a more student-centered approach to learning and navigate these continued struggles.

Paving the Way for Next Generation Learning

ExcelinEd | Karla Phillips-Krivickas, KnowledgeWorks; Sydney Young, Utah State Board of Education; Chad Ranney, Indiana State Board of Education; Dr. Denise Tobin Airola, Office of Innovation for Education; Nathan Hoffman, Empower Illinois

Next generation learning prioritizes innovative, student-centered practices to ensure every student succeeds and also requires that districts and schools have the flexibility to support these efforts. In this session you will learn about the policies needed to support next generation learning models and how states are leveraging and communicating available flexibilities to districts and school leaders to support innovation.
High-Impact Tutoring as a Promising Response to Learning Loss

Sponsored by Amplify | Julia Gonzales, Amplify; Larry Berger, Amplify; Dr. Susanna Loeb, Annenberg Institute at Brown University

Over the past months, high-impact tutoring emerged as one of the most promising approaches to combat COVID-19 learning loss. While tutoring has proven to be a successful academic intervention, cost and access have long limited its reach. Yet the urgency of the current moment is bringing renewed focus from policymakers, academics, and practitioners who seek to address long standing barriers to scale and unlock the promise of high-impact tutoring for many more students.

Susanna Loeb is the Director of the Annenberg Institute at Brown University, which is incubating the National Student Support Accelerator, a new organization focused on centralizing tutoring resources, research, tools, and best practices to improve and expand scaled, effective tutoring programs nationwide.

Larry Berger is CEO of Amplify Education, which is exploring new approaches to tutoring anchored in high-quality instructional content to help expand school systems’ capacity for providing targeted instruction to the students most in need. He helped launch the National Student Support Accelerator and serves on its Advisory Board.

The Mobile Classroom – Innovating the Classroom during COVID and Beyond

Sponsored by LaunchED Solutions | Jon Hage, CEO of Charter Schools USA; Sherry Hage, CEO of Noble Education Initiative

When COVID-19 upended traditional education, Jon and Sherry Hage reimagined the classroom and, in turn, expanded how parents choose how their children learn, how teachers receive support, and what it means for students to be in the classroom. Join these education pioneers to learn how they imagined, built, and deployed the Mobile Classroom to over 80,000 students. No more lost homework due to sick days; no more falling behind due to missing school; improved teacher observation and evaluation through more effective coaching and mentoring—this is the Mobile Classroom and the future of education.
PALOOZA SESSIONS

NEXT GENERATION LEARNING: STUDENT-CENTERED TRANSFORMATION (cont.)

WEDNESDAY
December 2
3:00pm

Ready Grow: An Adaptive Learning Initiative for Young Families
AppleTree Institute for Education Innovation | Natasha Parrilla, AppleTree Institute for Education Innovation; Chavaughn Brown, AppleTree Institute for Education Innovation; Kiersten Zimmerman, Noggin; Julia Levy, Sparkler Learning

Ready Grow is a unique collaborative effort — bringing together Noggin from Nick Jr., AppleTree Institute for Education, and Sparkler Learning — to create a blended early learning model, which is mobile, interactive, and adaptive. Built around the backbone of AppleTree’s high-performing prekindergarten curriculum and its award-winning Every Child Ready instructional model, Ready Grow leverages Nick Jr. media that children love and the personalized learning and family engagement platform that Sparkler has built to form new connections between homes and schools, empower parents, and fuel healthy brain development for America’s youngest children.

TUESDAY
December 1
1:45pm

Adding Purpose to Personalized Learning
Getting Smart | Tom Vander Ark, Getting Smart; Sasha Barab, Center for Games and Impact at ASU; Renée Dawson, Loudoun County Public Schools; Nate McClennen, Teton Science Schools

Have you had the joy of seeing learners make a meaningful contribution to their community as an authentic learning experience? Those moments reveal difference-making as the superpower of the innovation economy. Employers, impact investors, and community leaders are looking for people that can spot opportunity, build a change initiative, and deliver value. Join us to explore personalized learning in the context of difference-making and how to utilize the power of place-based education to drive learning in your community. We'll visit a district, a network and a program that have made difference making central to their mission.

THURSDAY
December 3
1:45pm

SPOTLIGHT: A Conversation with Sal Khan, Founder of the Khan Academy
Khan Academy | Sal Khan, Khan Academy; Bethany Little, EducationCounsel

In this fireside chat, Sal will speak on how we can close the opportunity gap for all students and keep everyone learning as we flex between multiple models of learning. Hear what Sal’s been learning from educators across the nation. Get inspired and you can ask Sal anything during audience Q&A.
Creating the Future of Learning in a Post-Pandemic World

KnowledgeWorks | Jason Swanson, KnowledgeWorks

The current disruption has called for new and innovative ways to meet learners’ needs across the country while at the same time acting to sow the seeds for the future of learning.

This session will surface elements of preferred futures for learning, and explore how long-standing efforts, COVID-19 responses and changes on the horizon will create new opportunities to shape the future.

Philanthropy’s Response to the Pandemic: Policy Implications of Donor-Supported Technology, Entrepreneurship and Learning Communities

The Philanthropy Roundtable | Katherine Haley, The Philanthropy Roundtable; Emily Ann Gullickson, A for Arizona; Meredith Olson, Vela Education Fund; Don Soifer, Nevada Action for School Options

Over the last eight months, enterprising donors have awarded microgrants to families so they can curate a vibrant learning environment for their children, reduced barriers to internet connectivity and technology through community funds, and supported social entrepreneurs who have reimagined how to provide excellent education to diverse learners. As the pandemic continued to expose gaps in student learning and school infrastructure, donors rose to the occasion to offer immediate assistance and support to those entrepreneurs, educators and families seeking to meet this unique moment. Using philanthropy’s investments in innovation and delivery models as the laboratories for learning, policymakers will learn ways they can advance student-centered education policy reforms in 2021.
Innovation Schools and Zones: The Key to 21st-Century Public Education

Reinventing America’s Schools Project at Progressive Policy Institute | David Osborne, Progressive Policy Institute; Alex Magaña, Denver Public Schools; Pedro Martinez, San Antonio ISD; Mariama Shaheed, Global Preparatory Academy; Tress Pankovits, Progressive Policy Institute

Join us as we discuss the spread of innovation schools and zones, which are district schools in a variety of models, with full autonomy and accountability for performance. Learn how these 21st-century schools are producing meaningful results with low-income students, from Springfield, MA, and Camden, NJ, to Indianapolis, IN, and Denver, CO. You will hear from three experts who are implementing innovation schools in multiple cities around the country. As traditional school systems struggle to adapt to the “new normal,” this is a conversation you won’t want to miss.

The Whole World in Their Hands - Kids on Earth in the 21st Century

University of Pennsylvania | Howard Blumenthal, University of Pennsylvania

Traveling the world, visiting schools and interviewing hundreds of students in depth about their lives and their plans for the future, I’ve learned a lot. There is a growing disconnect between (a) what school does, and (b) what students want and need. Fortunately, students are figuring out how to learn on their own, and from one another. School can catch up, but only if we shift from 20th century teaching to 21st century learning.
BUILDING POLICIES TO SUPPORT LEARNER PATHWAYS
ExcelinEd | Quentin Suffren, ExcelinEd; Romanita Matta-Barrera, San Antonio Economic Development Foundation; Brent Parton, New America; Shannon Gilkey, Kentucky Community and Technical College System

The education to workforce continuum is an often mentioned, but rarely realized, policy process. Too often, K-12, postsecondary and workforce strategies are developed and implemented in isolation, mitigating the potential impact of the work. ExcelinEd seeks to change the incomplete narrative in state education to workforce policy efforts by developing a comprehensive roadmap, visuals and analysis of all the policies that comprise a strong education to workforce continuum, beginning in K-12 and extending to and through postsecondary (2- and 4-year) and on to employment. This session will provide discussion and visuals on what a comprehensive policy continuum can look like.

MAXIMIZING THE VALUE OF POSTSECONDARY EDUCATION
ExcelinEd | Danielle Mezera, ExcelinEd; Alex Harris, Castle Foundation; Joel Vargas, JFF; Christina Whitfield, SHEEO

There has been a growing chorus of criticism in recent years about the value of postsecondary education. Skeptics cite as evidence both exorbitant costs and degrees that don’t readily prepare learners for in-demand occupations. Today’s most innovative pathways to employment still require postsecondary credentialing, even though the goal may no longer be a 4-year degree. Join this session to discuss not whether postsecondary experiences matter, but rather, which ones learners select and providers offer.

TWO FOR ONE: THE BENEFITS OF EARLY COLLEGE HIGH SCHOOLS
ExcelinEd | John Legg, Ed.D., Former Senator of Florida; Dr. Narciso Garcia, Vanguard Academy; Kevin Teasley, Greater Education Opportunities Foundation

Early college high schools allow high school students to simultaneously earn a high school diploma and an associate degree or up to two years’ credit toward a bachelor’s degree—all before they leave high school. Hear from two leaders of early college high schools serving underrepresented students on the benefits, challenges and supports needed to create a successful early college high school program.
What Do Employers Really Want??

ExcelinEd | Caitlin Codella, U.S. Chamber of Commerce Foundation Center for Education and Workforce; Lillian Hartgrove, Tennessee State Board of Education; Heather Justice, Education Strategy Group; Grace Suh, IBM Corporate Social Responsibility

Over the past several years, employers identified a lack of qualified talent as one of their biggest challenges, while education systems invested in initiatives to prepare students for successful careers. Now the labor market is changing faster than ever, increasing the urgency for educators and employers to “speak the same language” on current needs, ensuring that students have the opportunity to learn the knowledge and skills most valued in the workforce. Join business and education leaders to explore the tensions between what employers say they need and what education systems say they are providing—and to discuss ways to engage all stakeholders in the development of a strong, responsive talent pipeline.

Credentials Matter, Phase 2

ExcelinEd | Quentin Suffren, ExcelinEd; Matthew Sigelman, Burning Glass Technologies

Last year, ExcelinEd and Burning Glass Technologies launched Credentials Matter. This first-of-its-kind research and accompanying interactive website explored the industry-recognized credentials students earn, the credentials demanded by employers and the impact of credential attainment on long-term student outcomes. This session takes a look at the report components and new information found in Credentials Matter, Phase 2, offering a timely analysis of credential demand and attainment data from across the nation.
Freshman Year for Free

**Sponsored by Modern States** | Steve Klinsky, *Modern States*; David Vise, *Modern States*

Modern States is the nation’s leading free college program; since its launch in 2017, nearly 250K individuals have signed up. The philanthropy’s cornerstone program, Freshman Year for Free, provides learners of all ages and backgrounds with an on-ramp to college – an opportunity to earn free college credit, while also shaving time off how long it takes to earn a degree. Whether enrolled in a traditional high school or homeschooled, an adult or someone who re-enrolled after dropping out of college, Freshman Year for Free offers a digital public library of 30+ tuition-free courses and materials taught by college professors and designed to prepare students to pass the credit-bearing CLEP exams, which are offered by the College Board; CLEP for credit is accepted by more than 2,900 U.S. colleges and universities. Freshman Year for Free has many specialized partnerships with universities and school systems, including Purdue University and New York City public schools. Founder and CEO of Modern States, Steve Klinsky and Executive Director David Vise will detail the program and illustrate how real students have benefited.

Career-Ready Talent: South Carolina Stands Out

**Sponsored by WIN Learning** | James Richter, *South Carolina Manufacturers Alliance*; Val Richardson, MA HRDVDirector, Talent & Workforce Development Prisma Health; Teresa Chasteen, Ph.D., *WIN Learning*; Grey Parks, *South Carolina Department of Employment and Workforce*; Molly Spearman, *South Carolina Department of Education*

Employers need ready to work talent. Employees who can work in teams, communicate effectively, accept and share feedback, think critically, solve problems, and demonstrate professionalism. Learn how education, workforce development, and employers in South Carolina are collaboratively developing a talent pipeline to power state and local community economic growth now and into the future. The South Carolina education-to-workforce model is employer centric with focus on foundational employability and essential soft skills, data-driven decision making based on common career readiness assessments, and innovative training and credentialing solutions.
College Readiness in the COVID Era

Sponsored by Western Governors University | Pat Partridge, WGU Academy; Alana Dunagan, WGU

Pandemic pedagogy has been defined by disruption and inequity at all levels, and the students that will pay the highest price are those finishing high school. The digital divide has compounded pre-existing socioeconomic and racial disparities, drastically expanding divides in college and career readiness for graduating high schoolers. How can we address these readiness gaps and surround students with the community of care that they need to be successful in college? Western Governors University answered that question by building WGU Academy: a college-readiness program designed to equip learners with not only academic preparation, but also the social and emotional skills needed to be successful, regardless of the type of postsecondary institutions they attend.

What Do Students Need to be Successful in the Workforce? Skills that Last

America Succeeds | Stephanie Short, America Succeeds; Charles Fadel, Center for Curriculum Redesign; Rob Sentz, Emsi; Joshua Sparks, Walmart

There are common skills that appear in the majority of job descriptions, across industry sectors, regardless of educational attainment. It does not matter if a student is preparing to be an engineer, nurse or skilled tradesman, K-12 systems have the responsibility to teach students the lasting skills that power a career. Leveraging data from millions of job postings, we can help bolster readiness policies preparing students for college or career. We cannot wait, nor rely on postsecondary institutions alone to prepare young people to succeed in the workforce.
We Persist! How DCPS and Spotlight Have Teamed to Build a Data-Fueled College & Career Readiness Culture

**Spotlight | Mike Fee, Spotlight; Dr. Erin Ward Bibo, DC Public Schools**

DC Public Schools’ “DCPS Persists” is a wide-ranging initiative that employs “mass personalized” data and one-on-one coaching to steer students towards promising post-graduation pathways and support them through college. DCPS Persists is comprehensive, marshaling a range of resources and programs to enable all students, regardless of background, to find the best path “to and through” college. Central to this work is DCPS’ partnership with Spotlight, their ed tech partner that provides every high school student with a personalized Guide to Graduation, Career, and College. Leaders from DCPS and Spotlight will draw on this experience to jointly present a “how-to” session, sharing best practices for guiding students from diverse backgrounds towards promising futures.

Breaking Boundaries: Merging University and High School

**ASU Prep Digital | John Bailey, Vestigo Partners; Representative Todd Jones, Georgia; Senator Howard Stephenson, Utah; Julie Young, ASU Prep Digital**

Through ASU Prep Digital, ASU is reaching deep into both K12 and higher ed to find and create multiple pathways to lifelong learning. If we are truly going to open wide the doors for all students to higher ed, we must create new models at scale. We are moving away from content silos, age boundaries, or boundaries based on grade levels. We are moving towards advancement based on readiness and prior mastery. Hear about what this looks like in practice.
Equitable Student Transitions in the COVID-19 Era


This session will provide an overview of the equity issues amplified in the cross-section of high school-to-college transitions and the COVID-19 pandemic, as well as concrete ideas for policy action to address immediate and arising high-priority concerns. Participants will hear from state leaders about their efforts to address academic readiness for postsecondary and the transition to new learning environments, in addition to addressing issues around admissions and enrollment, access to financial resources, experiential learning, and non-academic supports. The discussion will elevate innovative policy change that can respond to current conditions but also holds the promise of creating more enduring positive change for students, institutions, and system-level policy.

From Tails to Heads: Innovating to Prevent a Lost COVID Cohort


A high school diploma is no longer a guarantee of economic success, so states and school systems should not be setting their sights on high school graduation as the culminating success metric. Yet there are over 7,000 high schools across the country where students of color and those from low-income families have less than a 50 percent chance of enrolling directly in postsecondary education after high school. In the wake of the pandemic, millions more students are at risk of deferring their educational journeys and becoming a “lost COVID cohort.” A few vanguard K-12 and higher education leaders are partnering to put an end to these “coin flip” high schools by focusing on the most predictive data and the next generation of metrics to support students’ postsecondary enrollment and success. In this session, hear how a state and a district have used policy and practice to flip the script and help more students of color and from low-income families successfully transition to higher education.
## PATHWAYS: HIGH SCHOOL TO COLLEGE PLUS CAREERS (cont.)

### Inequities in Advanced Coursework

**The Education Trust | Kayla Patrick,** *The Education Trust; Allison Socol,* *The Education Trust*

Black and Latino students across the country have unequal access to advanced coursework, which means they often miss out on vital learning opportunities that can set them up for success in college and careers. During this session, participants will examine why these students are shut out, how widespread these practices are and what policymakers at the state, district and school level can do to increase students’ access to advanced learning. Participants will also have an opportunity to hear about recent state and federal advocacy efforts to remove the barriers that lock too many students out of these opportunities.

### Prioritizing Equity in State Dual Enrollment Policy

**National Alliance of Concurrent Enrollment Partnerships | Amy Williams,** *National Alliance of Concurrent Enrollment Partnerships; Alex Perry,* *College in High School Alliance*

College in High School programs such as dual enrollment, concurrent enrollment, and early college hold tremendous promise for helping states address attainment gaps by expanding college access and success for students underrepresented in higher education. Yet, national data indicate that access and participation are not equitable. How can states ensure that their policies are increasing equitable participation in these programs? This session will discuss and share a resource developed to help states assess their policies with an equity lens. Unlocking Potential: A State Policy Roadmap for Equity and Quality in College in High School Programs offers states a plan to help drive meaningful change in access, equity and quality for college in high school programs. Attendees will learn about how states are using Unlocking Potential to assess existing policy and develop equity-focused policy recommendations in six areas: (1) equity goal and public reporting, (2) program integrity and credit transfer, (3) finance, (4) course access and availability, (5) instructor capacity, and (6) navigational supports.
Charter Schools: The Next Generation Unbundled


Charter schools were first founded in Minnesota in the early 1990s to do school differently. Charter schools have changed over time, and the rate of change accelerated in 2020. Charters continue developing new ways to serve students, from schools providing cash grants to students or allowing parents to direct school funding to schools based in homes or public parks. What will charters do next? Join a conversation to learn what three charter schools are doing today—and what may come next.

Educational Pluralism and Why it Matters: A Conversation with Charles Glenn and Ashley Berner

**ExcellEd** | Cara Candal, *ExcellEd*; Dr. Ashley Berner, *Johns Hopkins Institute for Education Policy*; Charles Glenn, *Boston University*

Most children in the United States attend schools that are funded and operated by government, with school assignments based on zip code. The educational inequities that this system perpetuates are well documented. Is there another way? Some countries embrace educational pluralism, a system in which government funds and regulates but doesn’t necessarily operate schools. How might a pluralistic approach to schooling affect American students and families? Join us for a conversation with two of our nation’s foremost experts on educational pluralism.

Economics and Advocacy: How an Economic Analysis Can Move Policy Forward

**ExcellEd** | Sam Duell, *ExcellEd*; Jim Rounds, *Rounds Consulting Group*; Katrina Thurman, *Goodwill of Central and Northern Arizona*

Earlier this year, the Arizona Chamber of Commerce commissioned an economic analysis on behalf of Goodwill’s The Excel Center to estimate the impact 22 new charter schools would have on the state economy. After identifying a positive $5.3 billion impact, state lawmakers immediately began to pay attention. Join the researcher along with The Excel Center and an Arizona legislator to discuss how an economic impact analysis was so helpful.
Explores Black Parents’ Experience with Private School Choice

**ExcelinEd | Ikhlas Saleem, brightbeam; Charlonda Brown, North Carolina Parent; Veronica Ragland, Arizona Parent**

Policy briefs and data reports are crucial to the expansion of opportunity programs, but alone they are insufficient. Stories and experiences of families are a necessary component of advocacy, with the power to move policy conversations from the statehouse to the dinner table. Join us as we talk with four Black parents about their experiences with private school choice programs in Arizona, Florida and North Carolina.

The Future of School and Parent Choice: From the Ground Up

**ExcelinEd | Cara Candal, ExcelinEd; Kayla Svedin, Empowered Arizona Families; Kelly Smith, Prenda; Michael McShane, EdChoice**

The COVID-19 pandemic has turned schooling on its head. Parents of all backgrounds have had to navigate at-home learning and balance work and child-care responsibilities. When what their schools had to offer wasn’t working, some parents took matters into their own hands. What new models of school has the pandemic created or illuminated? What does this moment teach us about parent choice, and what are the implications for equity and accountability?

The Future of School and Parent Choice: A New Legal Landscape for the U.S.

**ExcelinEd | Gerard Robinson, Advanced Studies in Culture Foundation; Tim Keller, Institute for Justice; Luke Ragland, ReadyCO; Ellen Weaver, Palmetto Promise Institute**

2020 was a landmark year for parents seeking additional school options. Notably, in Espinoza v. Montana Department of Revenue, the U.S. Supreme Court invalidated long-standing state constitutional amendments that prevent faith-based schools from participating in government-funded private school choice programs. In the same year, millions of students became “at-home learners” as a result of the pandemic, with some parents assessing whether their local public school is still the right fit. How will these events shape the educational options states provide going forward?
The Promises and Pitfalls of Private School Choice Administration

ExcelinEd | Tim Abram, ExcelinEd; Karla Escobar, Arizona DOE; Nathan Hoffman, Empower Illinois; Kathryn Marker, North Carolina State Education Assistance Authority; Doug Tuthill, Step Up For Students

As both traditional and non-traditional private school choice programs grow around the country, it’s time to confront the promises and pitfalls of program administration. What does high-quality private school choice program administration look like? How can legislators design programs with administration in mind?

Quick Pivots: How Charters Adapt in Crisis

ExcelinEd | Michael Petrilli, Thomas B. Fordham Institute; Tricia Noyola, IDEA Austin; Preston Smith, Rocketship Public Schools; Fernando Zulueta, Academica

Within days, school buildings were shut. Rather than students going to schools, schools had to go to students. We know from recent research that charter schools have changed directions quickly this year. Listen to an insider conversation with three charter network leaders, moderated by Mike Petrilli, to learn more.

How to Launch a Scholarship Program in 4 Weeks with Minimum Staffing Requirements and Maximum Quality Control

Sponsored by ClassWallet | Jamie Rosenberg, ClassWallet; Ryan Walters, State of Oklahoma; Matt Richardson, FACTS Management, a subsidiary of NelNet, Inc.

ClassWallet has implemented scholarship programs for several states, including Arizona, Idaho, North Carolina, and Oklahoma. Learn best practices and the logistics of how your state or local education agency can implement a scholarship program securely and efficiently. With the effective use of technology, staffing requirements can be minimized, and you can have multiple controls in place to ensure that all transactions are compliant in a fully automated and paperless manner.
Polling, Messaging and Leveraging Federal Funds to Expand Educational Opportunity

American Federation for Children | Tommy Schultz, American Federation for Children; John Schilling, American Federation for Children

K-12 education under pandemic conditions has led millions of parents to a new awareness of the need for educational choice. The latest polling identifies increased support for the concept and growing demand for alternatives. This session will discuss school choice polling, messaging, the federal effort to expand educational choice and leveraging federal pandemic relief funds to create new educational options for families and students.

School Choice Myths: Setting the Record Straight on Education Freedom

Cato Institute | Corey DeAngelis, Reason Foundation; Lindsey Burke, Heritage Foundation; Albert Cheng, University of Arkansas; Phil Magness, American Institute for Economic Research; Neal McCluskey, Cato Institute; Virginia Walden-Ford, School Choice Activist

The new book “School Choice Myths: Setting the Record Straight on Education Freedom” tackles 12 of the most pernicious myths that have held back private school choice for too long. Edited by Neal McCluskey of the Cato Institute and Corey DeAngelis of the Reason Foundation, the books brings together 14 top scholars to dispel myths ranging from “school choice Balkanizes,” to “school choice siphons money from public schools,” to “only rich parents can make good choices.” This session would bring together several contributors to discuss the myths they dispel and tackle school choice more broadly.

Lessons from the Last 50 Years of Promoting School Choice

Center for School Change | Dr. Joe Nathan, Center for School Change; Aaliyah Hodge, University of St. Thomas; Ricardo Mireles, Academia Avance

Three activists who have spent, in total, more than 80 years fighting for various forms of school choice, will describe several practical lessons learned. They have helped create and carry out the public charter school movement in a number of states; helped create MN’s law that helps students pay for two years of college; worked closely with Governors, legislators, educators and families in more than 30 states; and, helped create and carry out national organizations working for various forms of school choice. This will be an interactive workshop where attendees can ask questions and share their experiences.
Quick Pivot: How Charter Schools are Adapting in the Pandemic — What Do Researchers Say?

**EducationNext | Dr. Martin West, Harvard Graduate School of Education; Michael Petrilli, Thomas B. Fordham Institute; Ashley Libetti, Bellwether Education Partners; Bree Dusseault, Center on Reinventing Public Education**

Join this panel of researchers for a discussion on how charter schools adapted and continue to adapt during the pandemic. Then stay for a forward-looking conversation on how policymakers can support flexibility during uncertain times. Research from EdNext, Fordham and other institutions will be highlighted.

School Choice: Where the Research Leads Us Now

**Hoover Education Success Initiative at Hoover Institution, Stanford University | Paul Peterson, Hoover Institution; Representative Bob Behning, Indiana; Anna Egalite, North Carolina State University; Dr. Wayne Lewis, Belmont University; Matthew Chingos, Urban Institute**

For all forms of school choice, the decade ahead is filled with promise and peril. All of the events of 2020--from the pandemic to the presidential election--have shifted the landscape. Concurrently, we now have multiple decades of research about most forms of school choice—from intra-district to charter to voucher—we know what is true and what is still unknown. In this panel, Paul Peterson will introduce participants to his new comprehensive Hoover Education Success Initiative research briefing, while also introducing audience members to four other big thinkers on the topic from the research, policy, and administrative perspectives.

Elevating Black Voices for Charter School Choice

**National Alliance for Public Charter Schools | Debbie Veney, National Alliance for Public Charter Schools; Kaleem Caire, One City Schools; Ebony Lee, Charter School Growth Fund; George Parker, National Alliance for Public Charter Schools**

In the run-up to the 2020 election season, charter schools were frequently mischaracterized and omitted from conversations about K-12 education. Language in the Democratic Platform is harmful to charter schools, yet many Black and Brown Democratic voters also support charter schools. The “I Am Black” campaign elevated the voices of Black charter school leaders through ads, media placements and a social media campaign. It sent powerful messages to the Democratic party about support from the Black community for charter schools.
Staying Up-to-Date on the Education Choice Literature - A Review from Leading Experts

The Heritage Foundation | Lindsey Burke, The Heritage Foundation; Corey DeAngelis, Reason Foundation; Michael McShane, EdChoice; Patrick Wolf, University of Arkansas; Jude Schwalbach, The Heritage Foundation

This panel will cover what the research says about the impacts of school choice on a range of factors, including non-test-score outcomes, voluntarism, crime reduction, tolerance, academic achievement, academic attainment and the competitive effects on public schools, among other impacts. Speakers will also review the most recent rigorous evaluations of education choice programs, including new findings from Milwaukee, Wisconsin. The panel will consider how policymakers should leverage education choice options as they navigate the post-COVID-19 education landscape.
SPOTLIGHT: Fine Lines: How Imaginary Borders Create Real Barriers

ExcelinEd | Derrell Bradford, 50CAN; Tim DeRoche, Author & Consultant

Author Tim DeRoche discusses his recent book, A Fine Line: How Most American Kids are Kept Out of the Best Public Schools. It’s been 66 years since the U.S. Supreme Court ruled against racial discrimination in public schooling, yet the best public schools across the country are still elusive to so many families. Join an in-depth conversation as Tim DeRoche discusses his research and how we can make the best public schools more accessible.


Clayton Christensen Institute | Mahnaz Charania, Christensen Institute; David Shapiro, MENTOR National

In this fireside chat, two leading research and policy experts will discuss the enormous but often under-appreciated role that relationships—with mentors, peers, educators, and employers—play in the opportunity equation. David Shapiro and Dr. Mahnaz Charania will explore how innovative programs across K-12 and postsecondary are starting to invest in and measure students’ social capital as a key ingredient to economic mobility and prosperity. Participants will learn about emerging school models and new policies that can help to ensure all students have access to the right relationships to get by and get ahead.
COVID-19 and Disruptive Reconstruction: Making the American Dream Real Again…and for All

Turnaround for Children and sponsored by the Charles Koch Institute | Tom Vander Ark, Getting Smart; Dr. Pamela Cantor, Turnaround for Children; Jim Shelton, Blue Meridian Partners

When you see something, you cannot unsee it. COVID-19 and video recordings of racialized violence have laid bare inequities and adversities that far too many Americans – especially Black Americans - experience day in and day out. Since the dismantling of the post-Civil War Reconstruction, when has it been more obvious that the systems we have – whether it be education, health, economic or justice – were designed to work for some, not everyone? At the same time, most Americans are facing more uncertainty and shrinking opportunities, and many are finding themselves out of work and without the skills to compete for well-paying jobs. How can we take this extraordinary moment, this convergence of circumstances, to set a new course and make the American dream real again and for all?

There are emerging pathways--advances in brain science and the science of learning; emerging technologies and new approaches to developing supportive communities and context; better, more equitable use of the investments that this country makes in education, healthcare and defense. We have the knowledge and means to help more young people thrive. But if we do not act, by 2030, according to estimates, half the world’s children, including millions right here, will have reached adulthood without possessing the full set of 21st century skills and competencies to flourish and succeed.

Join Pamela Cantor, M.D. in a truthful conversation connecting the dots between today’s realities, the frontiers of developmental and learning science, the power of technological advances, and emerging pathways that could lead to social and economic mobility for Americans young and old.

Personal Finance Education and the Racial Wealth Gap

Council for Economic Education | Nan J. Morrison, Council for Economic Education; Dr. Billy J. Hensley, National Endowment for Financial Education

In this session, two of the leading industry voices will discuss recent findings on the state of K-12 personal finance education in the United States. They will examine clear access gaps for young Americans based on race and socioeconomic status, and provide findings on their long-term effects. Finally, they will present policy actions and a plan for minimizing these gaps.
College Plus Career: Propel America’s Third-Way Path to Upward Mobility

Propel America  |  John White, Propel America; Nivine Megahed, National Louis University; Paymon Rouhanifard, Propel America

Propel America helps young adults go from high school into a career and higher education. We connect high schools, job-training organizations and community colleges, local employers and experienced mentors to build a clear path forward for students.

Propel America is not a program run in only certain sites by a single non-profit organization. Instead, it is a model that brings together existing institutions into a clear pathway bridging job training, job placement, and ongoing education. The Propel America model can be adopted in any community, urban or rural, red or blue.
High-Impact Tutoring: Understanding How and Why it Works

ExcelinEd | Michael Goldstein, Oxford Street Education; Mariah Olson, Schoolhouse.world; Alan Safran, Saga Education; Jayme Simmons, Bill & Crissy Haslam Foundation

Many successful charter school networks leverage tutoring, either in-person or virtual, to help their students achieve academic success. Why does tutoring work, who benefits the most, how can we embed it in schools and districts, and how can we leverage virtual tutoring as a means to continued learning during COVID-19?

Effective Online Teaching and Learning of Diverse Learners

Sponsored by K12 Inc. | Faith Shanholtzer, K12 Inc.; Jeanna Pignatiello, K12 Inc.; Niyoka McCoy, K12 Inc.

The global pandemic has forced us to rethink how we educate and support students and their diverse needs. The online, digital setting can be a useful learning platform through focused training, assessment, instructional strategies, and accountability. Understanding how to engage students and maximize instructional time through online teaching is key to increasing student outcomes. Additionally, assessing students’ readiness, expectations for both students and teachers, growth mindset, and professional learning and coaching can significantly impact all students’ overall outcomes and growth.
Serving All Students: Increasing Teacher Diversity in Your State

Association of American Educators | Colin Sharkey, Association of American Educators; Dr. Tequilla Brownie, The New Teacher Project; Kira Tookes, AAE Foundation

The current teaching population does not reflect the racial makeup of the students they serve. This has been shown to do harm to our students, not to mention negatively impacting the teaching profession and our nation. Correcting this issue requires a dramatic increase in the recruitment, training, hiring, and retention of a highly qualified, diverse teaching population reflective of the student population, while maintaining the integrity of the teaching profession. Our panel of experts will discuss concrete proposals to increase teacher diversity that require changes to how we develop, certify, hire, and retain our educators.

Effective Instructional Models in the Era of COVID-19

Chiefs for Change | Mike Magee, Chiefs for Change; Dr. LaTonya Goffney, Aldine Independent School District; Dr. Sonja Santelises, Baltimore City Public Schools; Dr. Carey Wright, Mississippi DOE

Amid the continued uncertainty of COVID-19, school systems need nimble instructional models that work well for both face-to-face and online classes, and that allow districts to quickly pivot from one model to another if local health conditions change. The use of high-quality instructional materials with aligned professional supports and innovative staffing arrangements have emerged as key features of some of the most effective models. In this session, Chiefs for Change CEO Mike Magee will moderate a discussion with members of the network who have adopted or are working to implement excellent curricula. These leaders are also focused on ensuring educators know how to use the resources effectively across a variety of learning environments and platforms. In addition, panelists will explain how they are rethinking the roles of teachers, teaching assistants, and other adults in their schools. Designed to better support students’ academic, social, and emotional needs, new staffing configurations are showing promise in efforts to address the multi-faceted challenges of the pandemic. The session will build on recommendations and themes highlighted in a report about reopening K-12 schools published by Chiefs for Change and the Johns Hopkins Institute for Education Policy.
Leading Through Crisis: How State Education Leaders are Leading Today and Planning for the Future

Council of Chief State School Officers (CCSSO) | Carissa Moffat Miller, Council of Chief State School Officers; Paolo DeMaria, Ohio DOE; Joy Hofmeister, Oklahoma DOE; Angelica Infante-Green, Rhode Island DOE

In this session, CCSSO’s Executive Director Carissa Moffat Miller and several of the nation’s top K-12 education leaders will discuss leading through crisis. From the leadership lessons they learned this spring to the evolving role of the state agency, CCSSO will host an engaging and in-depth discussion with chief state school officers on what it takes to lead in education today – and how they are preparing for the education system of the future.

Re-envisioning Teachers’ Unions Post-Pandemic

Educators For Excellence | Evan Stone, Educators for Excellence; Gabriel Serrano, Los Angeles Unified School District; Marisa Crabtree, Los Angeles Unified School District

The COVID-19 pandemic has upended much of what we know about the schooling system and has opened up opportunities to re-envision our education institutions to reduce educational inequities. Join Educators for Excellence (E4E) Co-CEO Evan Stone and E4E teacher members who hold union leadership positions for a discussion about how teachers’ unions are adapting to meet the needs of teachers and students post-pandemic. We hope you’ll come away from this conversation with new ideas and inspiration for how unions can serve as a powerful force for change on behalf of students.

The Next Education Workforce: Designing for Better Student AND Educator Outcomes

Mary Lou Fulton Teachers College at Arizona State University | Brent Maddin, Arizona State University

What if we don’t have a teacher shortage problem, but instead, a workforce design problem? Learn how Arizona State University and a broad group of partners are challenging long-held assumptions in education by building teams of educators with distributed expertise to deliver on the promise of deeper and personalized learning for all students. Learn how we can empower educators with opportunities for role-based specialization and advancement. Learn how policy can either help catalyze the Next Education Workforce or be another hurdle that innovators must work to clear.
Remote Instruction in the Age of COVID: Lessons Learned and Long-Term Implications

**Cadence Learning** | Chris Cerf, Cadence Learning; Ian Rowe, Cadence Learning; Steven Wilson, Cadence Learning

The pandemic caught many school systems unprepared. As schools scrambled to offer distance learning solutions, inadequate attention was paid to evaluating what constitutes effective and engaging virtual education. Several public school leaders with track records of achieving academic success attacked that question head on, raised substantial philanthropic support to fund an innovative design process, and made it available across the country at no cost. The founders of Cadence Learning will share their findings and suggest the long term implications of the nation’s recent experience with virtual education.

School Leadership in a Year Like None Other: Learning from New Leaders Alumni

**New Leaders** | Michele Caracappa, New Leaders; Dara Crocker Gronau, Maplewood Middle School; Andy Demster, Maxine Smith STEAM Academy; Alejandra Garcia, Governors’ Village STEM Academy; Myron Long, The Social Justice School; Yusuf Muhammad, STEAM Academy at Carver High School

The pandemic has brought into focus the critical role of school leadership. Leading their school communities, principals are ultimately responsible for the academic success and well-being of their students, the development and support of their faculty, and the engagement of their families and broader community. They also play a critical role in the success or failure of district or system-wide initiatives to support students, families, and staff. In this year like none other, principals and their school leadership team are responsible for managing enormous change, acclimating their communities to new ways of schooling, all while ensuring safety and wellness are top priorities. In this session, attendees will hear from principals who are doing this work every day, and will learn key lessons from their experiences.
Re-ImaginED: Evolving Teacher Training for a Dynamic Education Landscape

Teach For America | LaNiesha Cobb Sanders, Teach For America; Samantha Hoare, Teach For America; ChaKia Parham, Teach For America

This spring more than 54 million children were affected by school closures nationwide, marking the most disruptive moment in recent history for public education. With this moment, the trajectory of public education in our country changed forever, which meant we had to think differently about how we prepare educators to meet this ever-evolving system now—and in the future. Knowing our students needed us more than ever, Teach For America worked to meet this moment to ensure that our corps members were prepared to teach in the fall. This summer we designed an innovative and rigorous Virtual Summer Teacher Training (VSTT) to prepare new teachers while keeping health and safety at the forefront. Teach For America program staff who led this design work will engage attendees in a multi-modal presentation. They will walk through the creation of VSTT and share its outcomes, lessons learned, and how this summer training launches ongoing teacher development for TFA corps members. Attendees will hear directly from corps members about their experience and engage in helping TFA move the work forward by considering a big gnarly question on how to build from the learnings to evolve its training and support for its next cohort of teachers.

The New Teacher Quality: Rethinking Teaching for a New Era

Teach Plus | Lindsay Sobel, Teach Plus; Dr. Shontoria Walker, Southwest Schools; Dr. Tasha Jones, Springfield Public Schools; Kristine Lapierre, Providence Public School District; Michelle Velez, Chicago Public Schools

Over the last decade, the policy goals advancing teacher quality have seemed clear: rigorous standards and assessments, teacher evaluation, and performance pay. What if those goals were exactly right...and nowhere near enough? Teach Plus and a panel of outstanding educators from across the country discuss lessons from the two pandemics and share a vision for teaching quality in a new era.
In response to widespread COVID shutdowns, many states eased certification requirements for prospective and new teachers - teachers who are currently working to help students make up for unprecedented learning loss. It is more important than ever to ensure the ones who succeed are able to keep teaching. The question for policymakers is whether existing certification requirements are the most effective way to help schools do just that.

In this workshop, we will examine the opportunity states have to assess the impact of a “lowered bar” to the profession, as well as consider performance-based alternatives to ensuring only effective teachers get to keep teaching.
WHOLE CHILD: SOCIAL EMOTIONAL LEARNING, SCHOOL SAFETY

THURSDAY
December 3
4:15pm

Connecting the Dots Between the Science of Learning, Human Potential, Practice and Policy


Each child has tremendous potential, so how do we unleash it? What ingredients need to be part of all the settings where children are growing and learning for them to thrive, especially now? This session will showcase what science says about how to reveal student potential, feature innovative school models meeting the social, emotional, cognitive and academic needs of all children, and consider what policymakers can do to help scale what works.

WEDNESDAY
December 2
3:00pm

Climate Change Can Be A Good Thing: State Policy Actions to Address School Climate

**The Aspen Institute Education & Society Program** | Danielle Gonzales, *Aspen Institute Education Program*; Krupa Hegde, *Prichard Committee Student Voice Team*; Rey Saldana, *Communities in Schools*; Dr. Carey Wright, *Mississippi Department of Education*

Participants will learn about the strong connection between school culture and climate and student outcomes and walk away with a list of state actions to improve school climate, with a focus on the learning experience of students furthest from opportunities. Panelists will include a state policymaker, student and expert on relationships and belonging. Panelists will discuss connections to school safety, state and federal accountability, SEL/SEAD and reflect on promising practices - especially in light of COVID-19 - at the school, district and state level.
Using Social and Emotional Learning (SEL) for a Successful Learning Environment

**Frameworks of Tampa Bay** | Kaitlin Kizer, *Frameworks of Tampa Bay*; Shea Quraishi, Ed.D., *Frameworks of Tampa Bay*

Social and emotional learning (SEL) is the process of proactively helping children and adults develop and practice skills needed for lifelong success. When children have these skills, they are equipped to face any challenge, big or small. SEL proactively builds these skills before significant problems arise. In this sense, SEL is on the prevention side of mental health and allows for students be ready to learn. Join us for an interactive session to experience how SEL contributes to a successful learning environment through intentional strategies and relationship building activities.

The 5Essentials: Defining, Measuring and Empowering School Improvement

**UChicago Impact** | Collette Walton, *UChicago Impact*; Dr. Holly Hart, Consortium on School Research; Dr. Ernesto Matias, Illinois State Board of Education; Elliot Ransom, *UChicago Impact*

A growing body of research tells us that a school’s organizational conditions—including culture and climate—have a significant influence on students’ academic outcomes. Most recently, the University of Chicago Consortium on School Research (UChicago Consortium) released a report that shows the 5Essentials—a research-based school improvement framework and accompanying diagnostic assessment of a school’s organizational conditions—is positively related to and predictive of school improvement. This report builds on over 20 years of research and underscores the need to expand the conventional approach to school improvement beyond just academic indicators.

This session will provide participants with a briefing on UChicago Consortium’s new report on the 5Essentials, as well as the history of the 5Essentials from its seminal research to its statewide implementation in Illinois as part of the State’s ESSA plan to its role in Chicago Public Schools’ growth in student outcomes. Additionally, participants will hear from a senior leader in Illinois about his experience using the 5Essentials to drive improved school and student outcomes.
Forging a New Bipartisan Education Agenda


Time and increased partisanship have eroded the center-right, center-left education reform agenda. How can education policymakers and advocates rebuild a K-12 agenda that works in states regardless of which parties denominate? This session will identify the education policies that have the most bipartisan appeal and the strategies for building bipartisan coalitions that have resulted in significant K-12 policy progress in recent years.

Reporting at the Speed of Zoom – Covering an Education Revolution in Real Time


The pace of change in education has been brisk for years, yet the pandemic dialed up the speed even higher, forcing political leaders, educators, students, families to improvise on the fly. How have reporters kept up with innovations that didn’t exist just six months ago? When families need it most, how are media choosing among hundreds of topics? Join some of the nation’s top education reporters for this behind-the-scenes look at how they covered the education crisis during COVID-19, trends they saw and how they will cover the future of education.

Why Computer Science is More Important Than Ever

**Sponsored by Code.org** | Alexis Harrigan, *Code.org*; Maggie Glennon, *Code.org*

The global pandemic has changed everything, including the way we work, learn, and communicate. Computer science is foundational to everything we do, and yet only 47% of high schools in the country offer even a single computer science course. What policies are states undertaking to ensure students have equitable opportunities in school, career, and life, and how have some states set themselves far ahead of the rest? Hear from women leaders in the tech industry on the opportunities and challenges ahead.
A Search for Common Ground: Conversations About the Toughest Questions in K–12 Education

American Enterprise Institute | Frederick M. Hess, American Enterprise Institute; Pedro A. Noguera, USC Rossier School of Education; Celine Coggins, Grantmakers for Education

At a time of bitter national polarization, there’s a crying need for intellectual leaders who can help us better understand one another and find places of common ground. In this session, Rick Hess and Pedro Noguera—who have disagreed a fair bit over the past couple decades, with Pedro generally on the Left and Rick mostly on the Right—draw from their forthcoming book, *A Search for Common Ground: Conversations About the Toughest Questions in K–12 Education*, to candidly talk through their differences on some of the toughest issues in K-12 education today. In addition to digging deep into some of their sharp, honest debate and the surprising amount of principled common ground they found along the way, the two will also share some reflections on the process of cultivating fruitful relationships and dialogue across lines of difference.

How to Help Activists Use Your Education Reports and Data

brightbeam | Chris Stewart, brightbeam; Natasha Dunn, Black Parent Collaborative; Dr. Chioma Oruh, Chi Bornfree; Tanesha Peeples, brightbeam; Garris Stroud, Hopkins County Schools

So you’ve crunched the data and you’ve written the report. All done, right? Not if the education activists on the ground aren’t mobilized to use that data to rally their communities and hold decision-makers accountable. In this session, brightbeam CEO Chris Stewart will speak with activists who will share what works and what doesn’t when it comes to turning research into impact.
Redesigning Public Education as We Emerge from the Pandemic

Center for American Progress | Khalilah Harris, *Education Center for American Progress*; Chanea Bond, *Fort Worth ISD*; Samuel Buckley, *Baltimore County Public Schools*; Jessica Cardichon, *Learning Policy Institute*; Neil Campbell, *Center for American Progress*

This session will discuss how we expect many students returning to in-person learning from long absences to have experienced some learning slide as well as trauma and hardship, either as a direct or secondary result of the pandemic and long-term isolation.

As part of this session, we will argue for strategic investments targeted to communities hardest hit economically and by the pandemic itself, including requests for education stabilization and stimulus funding CAP has been making along with other education groups and CAP’s proposal to create an Opportunity and Counseling Corps to help both students and young adults.

The panel will feature two #WeBuildEDU storytellers (#WeBuildEDU is a campaign CAP is organizing with EduColor to amplify the voices of educators of color), who would discuss what needs to happen to make schools better and more equitable for students in a post-pandemic world.

2021: The Road Ahead for K-12 Education


In this session, we will unpack the results of the 2020 election and its impact on federal education policy, particularly in light of the ongoing COVID-19 pandemic. Panelists will weigh what we can expect from the next administration and congress related to K-12 education, as well as the policies they’d like to see prioritized. All considerations will be viewed through a lens of increasing educational equity for all students—particularly historically underserved students.
Edutainment Learning: Educating with Expert Primary Sources through Video Conferencing Technology

Edutainment Learning/Academica Virtual Education | Ralph Krauss, Academica Virtual Education and Pinecrest Academy of Nevada

Participants will see examples of various video conference guests, along with review strategies in regard to reaching out to potential speakers. Participants will then discuss guests they would like to have connect with their students and review strategies in how to reach out. The host will address how these activities connect to several standards. Attendees will be asked to share any of their collaborative activities connecting students to the world at large.

Ready to Partner During Distance Learning - Best Practice in Family Engagement

Learning Heroes | Tracie Potts, NBC Correspondent; Susan Freye, Young Two Rivers Public Charter School; Neena Hendershott, Zearn; Megan Aghazadian, Texas Education Agency

With growing recognition of the importance of parents as partners in their children’s education, this session will discuss parent mindsets based on recent parent research and explore new models for family engagement during distance learning as well as essential strategies for building trust between families and schools.

Sector Survey Results

Murmuration | Brian Reich, Murmuration

Murmuration teamed up with several organizations (National Association of Public Charter Schools, Democrats for Education Reform, 50CAN, TNTP, AFC, National Parents Union, EdNavigator, Excel In Ed, and NewSchools Venture Fund, and more) to conduct a survey to help gauge interest and/or support for certain strategic positions and activities — and contribute to future discussions and planning. This session will share out the results from the survey.