

## MARCH 2016 PUBLIC POLICY UPDATE

*March is Women's History Month. How are "you" acknowledging women's achievements and efforts?? We want to hear from you!!*

### NAPE News

#### Leadership Speaks at NAPE's NSEE Public Policy Day

*Wednesday morning, April 13, 2016, Kennedy Caucus Room of the Russell Senate Office Building*

**Are you ready?**



House Democratic Whip Steny H. Hoyer (D-MD), Congresswoman Susan Davis (D-CA), Senator Tim Kaine (D-VA), Co-Chair of the Senate CTE Caucus

*Have you scheduled appointments with your congressional members yet? Today is the day to do so.*

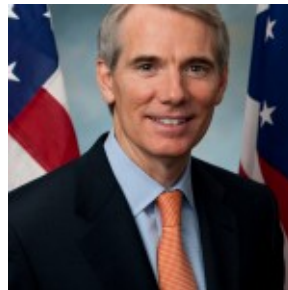
#### 2016 Public Policy Leadership Award Winners



[Congressman John Kline](#)  
(R-MN)



[Congresswoman Marcia L. Fudge](#)  
(D-OH)



[Senator Rob Portman](#)  
(R-OH), Co-Chair of  
Senate CTE Caucus



[Senator Tim Kaine](#)  
(D-VA), Co-Chair of  
Senate CTE Caucus

## Congress

### Senate CTE Caucus Introduces NEW Bi-Partisan Funding Measures

*Courtesy of the Richmond-Times Dispatch*

Sen. Timothy M. Kaine, D-Va., has gathered bipartisan support for a funding measure to recalibrate how high schools educate children to meet the career and technical education demands of a 21st-century workforce.

Along with fellow Sens. Rob Portman, R-Ohio; Tammy Baldwin, D-Wis.; and Shelley Moore Capito, R-W.Va., Kaine today will introduce the CTE Excellence and Equity Act, which would provide \$500 million in federal funding to schools in the form of competitive grants to encourage integration of CTE programs.

The measure encourages partnerships between school districts, employers and colleges and universities. Supporters view it as a complement to legislation recently passed in the Virginia General Assembly (SB 336/HB 895) to redesign graduation requirements to emphasize career readiness and workforce learning through job shadowing, internships and apprenticeships.

“To grow the most talented workforce in the world, we need to equip students with the skills to succeed in the 21st-century economy,” Kaine said in a statement. “A high school education should prepare students for any pathway they choose, whether that’s attending a four-year university, earning credentials from a community college program or getting a high-skilled job after graduation.”

Rather than submit standalone legislation, Kaine’s bill would amend the \$1.2 billion Carl D. Perkins Career and Technical Education Act of 2006, which is expected to be considered by the Senate Health, Education, Labor and Pensions Committee this year.

A decision on whether the bill will be included in the rewriting of the act will likely be made later this spring. Officials said bipartisan support for the bill gives it a good chance of getting to the Senate floor later this year.

## Administration

### Academic Preparedness of Low-Income Students

*Courtesy of the U.S. Department of Education*

Low-income students score significantly below national averages on meeting college readiness benchmarks, according to ACT’s recent report, [\*The Condition of College & Career Readiness 2015: Students from Low-Income Families\*](#). Equally disturbing is the fact that this pattern of underachievement is persistent. For the sixth consecutive year, low-income students performed well below the national averages.

This report considers the academic preparation and postsecondary aspirations of ACT-taking 2015 high school graduates with reported family earnings of less than \$36,000 as compared with all ACT test takers. About 25 percent of the 1.9 million ACT-tested high school graduates

fell into the low-income category. In general, the study found that most ACT test takers are not ready for success in college, but low-income students display far less readiness. These academic gaps between low-income students and more affluent students emerge early in life and persist, and they have major consequences for future college readiness. ACT research found that “the level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school.” Wise choices about schooling, however, can help mitigate the socioeconomic backgrounds of students. Low-income students who take a core high school curriculum are more likely to be college-ready than those low-income students who take less-challenging curricula. “Taking the right high school courses is a decision that has profound consequences, yet we aren’t seeing enough low-income students enroll” in these demanding courses, the report found. Additionally, students, notwithstanding the incomes of their families, show more persistence in college if they have demonstrated higher degrees of academic discipline, commitment to college, and social connections. Even though the relationship between college success and non-cognitive skills needs to be better understood, there is evidence that there “are core non-cognitive skills that are strongly correlated with college success.” These skills need to be “developed and nurtured over time.”

The report also found the following”

- Half of the students from low-income families did not meet any of the four ACT College Readiness Benchmarks—a much higher percentage than the 31 percent of all ACT test takers who met no benchmarks.
- Twenty percent of poorer students succeeded in meeting three or four ACT benchmarks, whereas 40 percent of all ACT test takers achieved three or four benchmarks. Over the past five years, neither the poorer students nor ACT test takers as a whole have increased their percentages reaching this standard.
- The rich/poor divide is correlated with large differences in college readiness. The proportion of students reaching each of the four ACT benchmarks—English, reading, mathematics, and science— was between 38 and 43 percentage points lower for students from low-income families than for students from families with annual incomes of \$100,000 or more.

The report concludes with a “*call to action*” for the development of policies and practices that provide a “tightly integrated approach to addressing postsecondary access, readiness, and success that spans the entire education continuum.”

### **U.S. Department of Education Secretary John King Calls for Reauthorization of Perkins Act for Career and Technical Education: Launches \$200,000 Career and Technical Education Competition for High Schools**

*Courtesy of the US Department of Education*

Last week, Acting U.S. Education Secretary John B. King Jr. called on Congress to reauthorize the Carl D. Perkins Career and Technical Education Act, which provides more than \$1.1 billion for the nation’s career and technical education programs in grades 7-12 and also in post-secondary institutions.

King also announced the launch of an Education Department-sponsored Career Technical Education (CTE) Makeover Challenge—a competition offering a total of \$200,000 divided equally among many as 10 award recipients to transform classrooms or available space in high schools into places where students have access to the tools to design, build and innovate.

“We’ve come a long way from what we used to refer to as vocational education. Today, every job that leads to a secure future requires critical thinking, problem solving and creativity, as well as some postsecondary education or training. The best career and technical education programs help students prepare for this future once they graduate from high school. Career and technical education is not just about preparing some students for successful lives and careers, it’s about giving all students the tools to shape our future,” said King.

The Obama Administration’s priorities for Perkins reauthorization include:

- Effective alignment with today’s labor market, including clear expectations for high-quality programs;
- Stronger collaboration among secondary and postsecondary institutions, employers and industry partners;
- Meaningful accountability to improve academic and employment outcomes for students; and finally,
- Local and state innovation in CTE, particularly the development and replication of innovative CTE models.

King delivered his remarks in Baltimore at the Digital Harbor Foundation Tech Center, a showcase community facility with tools for students or adults to be creative, search for inspiration and connect with one another. In many ways, the center emulates the future of career and technical education.

Additionally, King announced that the White House, along with federal agencies and the broader community, will celebrate a National Week of Making, June 17-23.

The week will coincide with the National Maker Faire, June 18-19, in Washington, DC, featuring makers from across the country and will include participation by federal agencies such as the Department of Education, National Science Foundation, U.S. Agency for International Development, U.S. Small Business Administration, Institute of Museum and Library Services, National Institute of Standards and Technology, NASA, Corporation for National and Community Service, Department of Homeland Security and the Smithsonian Institution.

"The President launched the Nation of Makers initiative to give more students, entrepreneurs, and Americans of all ages access to the tools needed to design and make just about anything," said Tom Kalil, deputy director of the White House Office of Science and Technology Policy. "It is great to see leadership from the Department of Education with new the CTE Makeover Challenge. We need to rethink high school for the 21st century, and give our students experiences that will build their creative confidence and problem-solving skills, and also prepare them for potential STEM careers."

The CTE Makeover Challenge builds on the Administration’s Nation of Makers initiative, launched in 2014 by the White House as an all-hands-on-deck call to give many more students,

entrepreneurs, and citizens access to a new class of technologies allowing them to build just about anything. Specifically, the Challenge calls upon eligible high schools to design models of “makerspaces”—formalized spaces for making things. These unique facilities may be classrooms, libraries and mobile spaces, all of which will provide resources for students to create and learn through making. The locations are ideal spaces for students to gain essential 21st-century career skills, such as critical thinking, planning, and communication.

Later this year, the White House will welcome the inaugural class of 20 CTE Presidential Scholars who will be selected based on outstanding scholarship and demonstrated ability in career and technical education. The recognition of student excellence in career and technical education is part of the national shift to ensure that today’s students are prepared for the workforce of the future.

### **Inter-Agencies Announce Planning Guidance, Opening of the Portal for WIOA State Plans, and Training Packages**

*Courtesy of U.S. Department of Labor*

The Department of Labor’s Employment and Training Administration has issued [Training and Employment Guidance Letter 14-15](#) which provides:

- the vision and content requirements for Unified and Combined State Plans under WIOA;
- the deadline and submission process for Unified and Combined Plans under WIOA;
- the requirements to have approved Unified or Combined State Plans in place for Program Year 2016 and beyond for the core programs of WIOA; and
- the options for States to incorporate all or portions of partner programs into their State plan submissions if they choose to submit a Combined State Plan.

The Department, together with the Departments of Education, Health and Human Services, Agriculture, and Housing and Urban Development, has also announced the opening of the [portal](#) for States to post their unified or combined WIOA Plan.

The Departments have also prepared a series of short training modules for the States—including an overview of planning requirements, "how to use the portal," the benefits of the online submission portal, and a description of the Federal review period and process.

The Department of Labor, in coordination with the Departments of Education and Health and Human Services, is working diligently to ensure that states, local areas, other grantees, and stakeholders are prepared for the implementation of WIOA. The WIOA Resource Page provides information and resources for States, local areas, nonprofits and other grantees, and other stakeholders to assist with implementation of the Act.

### **U.S. Department of Education Names ESSA Negotiators, Key Areas of Discussion**

*Courtesy of Education Week, March 2016*

Get ready, get set: Negotiate rules for the Every Student Succeeds Act!

Later this month, a group of negotiators (names below) will gather at the U.S. Department of Education to hash out regulations for certain parts of the newest version of the Elementary and

Secondary Act. ESSA requires the department to go through the "negotiated rulemaking" process on three sections of the law—standards, assessments, and supplement-not-supplant, which deals with how states and districts spend their own funds in relation to federal money. The department is starting with assessment and supplement-not-supplant.

**How does negotiated rulemaking work?** The folks listed below essentially get together in a room and try to hammer out an agreement with the department. If the process fails, which it often does, the feds go back to the drawing board and negotiate through the regular process, which involves releasing a draft rule, getting comments on it, and then putting out a final rule.

**Who is on the committee?** See the [list of committee members](#) and their organizational affiliations.

The department outlined some points that negotiators will consider in a set of [discussion papers](#) Friday. In general, the papers give background on key areas in supplement-not-supplant and assessments. In the papers, the department posed question for rule-makers to consider—they did not propose regulations in most cases, a department official said.

There is however, some proposed regulatory language in a few areas, including 8th grade math assessments (the department has already worked with states on that area through No Child Left Behind Act waivers), limited English proficiency, and computer-adaptive assessments.

**Assessments:** ESSA keeps in place the annual tests in grades 3 through 8 and once in high school that were a hallmark of the No Child Left Behind Act. But it also adds some new twists on testing. Rulemakers may help clarify:

- How it will work for some districts to use a [nationally recognized test](#) instead of the state assessment for high schools. Department officials will need to decide what constitutes a "nationally recognized test." (Is it ACT and SAT and that's it? Could other tests—maybe even a brand-new test—count?) They'll also have to make sure that the tests can be easily compared to a state's assessment so that students in different districts within the same state aren't held to different standards. And they'll have to make sure students with disabilities and English-learners are given appropriate accommodations.
- [Computer-adaptive testing](#), a tough area for districts and states already. These types of tests can be faster and more efficient, but they also offer different questions to different students, depending on their achievement level. The department wants to know if ESSA makes it clear that states will still need to report whether students taking these tests are on grade level. After all, if tests focus just on whether students are making some incremental progress, students could graduate from high school without being prepared for college or a job. This is one of the areas where the department offered proposed language, and it's aimed at providing clarity on that issue.
- [8th grade math tests](#). ESSA allows students who take advanced math in 8th grade, say Algebra 1, or geometry, to use a test in that subject for accountability purposes, instead of the state assessment everyone else takes. In high school, those students must then take a test that corresponds to whatever level of math they are in—so they might take the Algebra II test while most other kids take Algebra I. This something the department had already allowed, through a waiver, before ESSA passed. The department wants to

make sure many more kids have access to those advanced classes and that the alternative, harder math tests are of high quality. The feds proposed language to make that happen.

- [Tests for students with disabilities](#). ESSA requires that all assessments, to the extent it's possible, use universal design for learning (UDL) principles to support all students' learning needs. The department also addresses ESSA's requirement that accommodations are provided to students with disabilities as identified under the Individuals with Disabilities in Education Act or other laws. The department asks negotiators, among other issues to consider, whether regulations should define "students with disabilities in a way that encompasses students who receive accommodations under the IDEA as well as those receiving accommodations through other Acts."
- [Alternative tests for students with severe cognitive disabilities](#). ESSA says no more than 1 percent of students in a state can take an alternative test in any single subject for students with severe cognitive disabilities. But it's unclear how that will work on a district-by-district level. Among other issues, the department presents negotiators with the question of whether the regulations should define "students with the most significant cognitive disabilities." The department also says negotiators could consider how a state will be able to ensure that it does not assess more than 1 percent of children with the most significant cognitive disabilities with an alternate assessment in a given subject, since it is not able to limit the number of students assessed with an alternate assessment at the district or school level.
- [How English-language learners are going to be included in proficiency and academic assessments](#). (For the first time, ESSA calls for English-language proficiency to be part of the accountability mix for the whole school.) Under ESSA, states must try to get a picture of how much newly arrived ELLs know by offering them tests in their Native language. That doesn't mean a state has to have a test available in every language under the sun, but they must have native language assessments on hand in any language that a "significant" number of kids speak, and make "every effort" to develop those tests if they don't exist. Those terms are obviously kind of vague, and the department wants negotiators to consider fleshing them out.
- [How states should use English-language-proficiency tests](#). ESSA is the first law to require states to measure English-language proficiency for accountability purposes. The department wants to make sure these tests meet high quality standards.
- [Supplement-not-supplant](#): The issue paper for supplement-not-supplant stresses that the federal Title I funds are intended "to provide the additional educational resources and supports that at-risk students need to succeed, instead of being used to simply make up for unfair shortfalls in state and local funding."

The paper outlines that under ESSA, the rule includes a single compliance test "that focuses on a district's methodology for allocating State and local funds." Specifically, it requires that a district "demonstrate that the methodology used to allocate State and local funds to each [Title I school] ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under [Title I]."

Here are some of the questions the department in the issue paper presents for discussion of supplement-not-supplant:

- What does it mean to “ensure that a Title I school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part”?
- What does it mean to have a “methodology for allocating State and local funds” in a district that allocates resources such as staff positions instead of dollars? In a district that allocates funds through a school-based budgeting system or weighted student-funding system?
- Should regulations implementing this statutory provision create certain allowances for flexibility, such as when a district has particularly small schools, or allow for different allocations among grade spans?
- What does it mean to meet this requirement two years after the date of enactment, when the date of enactment is in the middle of a school year? Does a district need additional time to meaningfully implement a methodology that meets the statutory requirement?
- What enforcement action must a state take if it finds that a district has not complied with the requirement? What corrective actions should the district have to take?

Under the previous version of the federal education law, for supplement-not-supplant districts had to show in itemized form [how Title I money for low-income students was being used](#) on supplemental school services. Under ESSA, districts no longer have to do that.

**What is the timeline here?** The department will hold at least two negotiated rulemaking sessions, one from March 21-23, and another April 6-8. There's an optional session on April 18-19. No word yet on when regulations may be final or when plans will be due.

**What about other ESSA rules?** Other key issues of the law, including accountability, will be done through the typical regulatory process, which doesn't involve formal, in-person meetings.



## Partners

### Celebrating International Women's Day, Aspen Institute Host Forum on Women and Girls: Conversations Across Generations



(Left) Moderator: Anne Mosle-VP, Aspen Institute; Kavita Rasdas, Sr. Advisor, Ford Foundation; Melissa Harris Perry, Maya Angelou Pres. Chair, Wake Forest University; Helen Neuborne, Director, Ford Foundation and Wendy Chun-Hoon, DC Director, Family Values@Work **discuss Lesson Across Communities and Sectors.** (Right) MSNBC Jonathan Capehart and White House Council on Women And Girls Director Tina Tchen have a conversation about what the White House has invested in women and girls and what they hope to accomplish through the upcoming White House **Summit on the United State of Women** scheduled for May in Washington, DC.

## Solicitations

### New ED Grants for CTE Labs Announced

*Courtesy of ACTE*

U.S. Department of Education (ED) Acting Secretary John King today announced the launch of the Career and Technical Education (CTE) Makeover Challenge, a competition administered by ED to support innovative practices in CTE lab spaces. The competition will award \$200,000 in funds to up to 10 recipient high schools to create “makerspaces,” dedicated, formalized facilities for making things, which can range from classrooms to libraries. The Department officially defines these spaces as “an environment or facility that provides resources, materials, and equipment for students to conceive, create, and collaborate through making.” These facilities, according to the Administration, will provide space and equipment for students to build their CTE-skills, from creative problem solving to technical aptitude.

The CTE Makeover Challenge presents an opportunity for CTE programs to upgrade their labs and equipment within the federal grant opportunity’s defined parameters, and ACTE members are encouraged to review the [Federal Register](#) notice to determine their interest and eligibility. **The deadline for initial submissions is April 1, 2016.**

The initial submission period will be followed by a “CTE Makeover Bootcamp” during which those verified as eligible entrants will have the opportunity to access master classes, online

learning resource, and experts on “making” to plan their makerspaces and revise their applications. **The Bootcamp period will last until May 22, 2016.**

Applications will ultimately be judged on five criteria, including whether the space is innovative, replicable, multi-functional, feasible and sustainable. Bonus points will be awarded to applicants that will serve low-income students. Applications must be submitted on the [official challenge website](#), which also contains additional information about the project.

## **Funding for Bureau of Justice Assistance Second Chance Act Technology-Based Career Training Program**

The U.S. Department of Justice’s Bureau of Justice Assistance (BJA) has announced a [funding opportunity](#) for its *Second Chance Act (SCA)* program to provide technology-based career training to incarcerated adults and juveniles. Authorized by the *Second Chance Act of 2007*, this grant program aims to facilitate the successful reentry of individuals after a period of incarceration and promote public safety.

In addition to providing technology career training to incarcerated individuals prior to their release from a correctional facility, the program will design individualized reentry plans with employment support and other post-release transition services. Training will be in an occupational/technological field (e.g. computer programming, software development, auto mechanics, manufacturing, etc.) in which there is a labor demand in trainee’s geographic area.

**Applications are due April 12, 2016.**

To learn more about the type of work supported through the SCA technology-based career training program, visit [Kansas Second Chance Act Grantee Helps Secure Tech Jobs for Women Returning Home from Prison](#).

## **WEBINAR**

### **Women in Transportation: Northwestern Women Moving America.**

The Women’s Bureau invites you to attend a [webinar](#) to learn more about careers in transportation and how women are changing the labor market. They will examine strategies to combat gender stereotypes, implicit bias and the wage gap in today’s male-dominated workplaces. The Women’s Bureau will also present how women can access federal, state and local resources to advance in transportation careers through the Women’s Bureau’s new webpage, [“Women Build, Protect and Move America.”](#)

#### **Speakers include:**

- **Betty Lock**, Regional Administrator, Seattle, Women’s Bureau, U.S. Department of Labor
- **Desiree Wood**, President and Founder, Real Women in Trucking, Inc.
- **Katharine Sweeney**, Chief Executive Officer, Compliance Maritime
- **Rebecca Burghy**, Washington State Executive Director, Women in Aviation