

MAY 2016 PUBLIC POLICY UPDATE

NAPE News

NAPE's Public Policy Day in Pictures

This year's NAPE's National Summit on Education Equity (NSEE) featured a powerful Public Policy Day with distinguished House and Senate leaders as well as senior members of the Obama Administration. Morning presenters addressed legislative and *policy action plans for career and technical education*, the benefits of *incorporating apprenticeships*, and preparation *for emerging industry workforce opportunities* in a 21st century global economy, particularly with regard to the highly anticipated reauthorization of the Carl D. Perkins Career and Technical Education Act.

With **NAPE CEO Mimi Lufkin** serving as Mistress of Ceremonies, congressional presenters included **House Democratic Whip Steny H. Hoyer**; **Senator Tim Kaine**, Senate CTE Caucus Co-Chair (the Senate CTE Caucus was a 2016 Public Policy Leadership Award recipient); **Senator Ben Cardin**, member of the House Committee on Education and Workforce; and **Congresswoman Susan Davis**.



A panel discussion on the partnering of CTE and Apprenticeships featured **Deputy Assistant Secretary Kim Ford** with the Office of Career, Technical and Adult Education (OCTAE) at the U.S. Department of Education and **Administrator John V. Ladd** with the Office of Apprenticeships in the Office of Employment and Training at the U.S. Department of Labor. The panel was moderated by **Lisa R. Ransom**, Senior Policy Advisor for NAPE.



In addition, 2016 Public Policy Leadership Awards were presented to **Chairman John Kline** of the House Education and Workforce Committee (accepted on his behalf by committee staff **James Redstone**) and **Congresswoman Marcia Fudge**, Ranking Member of the Subcommittee on Early Childhood, Elementary and Secondary Education (accepted on her behalf by staff member **Lewis Meyers**).



Congress

Murray Introduces the EARNs Act

Courtesy of the U.S. Department of Labor

Senator Patty Murray (D-WA), ranking member of the Senate Health, Education, Labor, and Pensions (HELP) Committee, and Senator Orrin Hatch (R-UT), chairman of the Senate Finance Committee, introduced the **Effective Apprenticeships Rebuild National Skills (EARNs) Act**, legislation to strengthen the nation's workforce development system through registered apprenticeship programs. The EARNs Act would support pre-apprenticeship programs and new or expanding registered apprenticeship programs that provide national, portable credentials and help secure academic credit for on-the-job learning portions of an apprenticeship.

In announcing the bill, Senator Murray spoke of the importance of Registered Apprenticeship in preparing U.S. workers for successful careers.

"To ensure that our workforce can truly lead in the 21st century global economy, we need our students and workers to be prepared to compete for high-skill, high-wage jobs in industries across the economy," Senator Murray said. "By strengthening and expanding registered apprenticeship programs, we can help workers get the training and experience they'll need, while they are also earning a paycheck, and provide a ladder of opportunity to reach a stable middle class life. I look forward to continuing working with Senator Hatch and others to expand registered apprenticeships to serve more students, workers, and businesses across the country."

"To ensure that our workforce can truly lead in the 21st century global economy, we need our students and workers to be prepared to compete for high-skill, high-wage jobs in industries across the economy," Senator Murray said. "By strengthening and expanding registered apprenticeship programs, we can help workers get the training and experience they'll need, while they are also earning a paycheck, and provide a ladder of opportunity to reach a stable middle class life. I look forward to continuing working with Senator Hatch and others to expand registered apprenticeships to serve more students, workers, and businesses across the country."

“Today’s apprenticeship programs are in desperate need of reform,” Senator Hatch said. “Outdated models and overbearing federal requirements have strangled many job-training programs, preventing millions of workers from gaining the national credentials and transferable academic credits they need to sharpen their skills and progress in their careers. I am committed to advancing a bipartisan reform to update America’s aging apprenticeship programs. That’s why Senator Murray and I have introduced the EARNNS Act—a transformative bill that will not only expand and promote apprenticeships, but also reform the registered apprenticeship program to meet the needs of employers and employees alike. Ultimately, this bipartisan reform will help bring American apprenticeship into the 21st century.”

This bill is co-sponsored by Senators Tim Scott (R-SC), Tim Kaine (D-VA), Susan Collins (R-ME), and Al Franken (D-MN).

The EARNNS Act builds on a proven model supported by clear evidence of success. A 2012 evaluation of registered apprenticeship programs by Mathematica Policy Research found that the tax return on every public dollar invested in registered apprenticeship programs was \$27. It further found that individuals who completed registered apprenticeship programs earned over \$240,000 more over their careers than individuals not participating in such programs.

The EARNNS Act will:

- increase the number of highly skilled workers in in-demand industry sectors and occupations;
- increase the attainment of recognized postsecondary credentials by participants;
- increase awareness among students, parents, workers, and employers about the value of the registered apprenticeship program model as an effective earn-and-learn model;
- support the expansion of registered apprenticeship programs with employers, joint labor management partnerships, and other program sponsors;
- support the development and expansion of pre-apprenticeship programs that prepare workers for success in an employer led registered apprenticeship program; and
- support a closer alignment between registered apprenticeship programs, the workforce development system, and postsecondary education.

For more on the introduction of the **EARNNS Act** and how it will benefit employers seeking to expand existing, or launch new Apprenticeship programs, read the [full announcement](#).

House Education Committee Considers Perkins Reauthorization

Courtesy in part of ACTE

The House Education and the Workforce Committee recently held a [hearing](#) to discuss strategies for Perkins reauthorization that will lift up promising models to serve all students with high-quality CTE. Witnesses included Dr. Monty Sullivan of the Louisiana Community Technical College System (an ACTE Educational Institution Member), Mr. Paul Tse of Shapiro and Duncan, Mr. Jason Bates of Toyota Bodine and its Advanced Maintenance Technician Co-op and Senator Tim Kaine (D-VA).

The Democratic witness, Sen. Kaine, a co-chair of the Senate CTE Caucus, spoke at length about his passion for CTE before his colleagues in the House, and highlighted several pieces of legislation that he and his fellow co-chairs have introduced to support CTE students. Specific

pieces Sen. Kaine referenced included the [Middle STEP Act, Educating Tomorrow's Workforce Act, Creating Quality Technical Educators Act](#) and [JOBS Act](#), which would connect CTE students at all levels with additional federal resources and support. Kaine also highlighted the importance of including CTE in the implementation of the Every Student Succeeds Act (ESSA) and alignment with other federal education and workforce preparation policies.

Other themes that emerged during the hearing included career guidance support, dual and concurrent enrollment opportunities, industry partnerships and career exploration activities in middle grades. In addition, some members pointed to the critical need for greater federal investment in Perkins to further strengthen our national CTE system. Overall, members of the committee emphasized the important bipartisan nature of Perkins and these reauthorization principles.

While House and Senate committee members continue to work to finalize language that aligns Perkins with WIOA and ESSA, while grappling with the matter of Secretarial Authority, it is clear that both sides of the aisle believes that reauthorization is on the horizon and have expressed optimism that there may be a path forward for a reauthorization bill before the end of this Congress.

Administration

Education Secretary Advocates Robust ESSA Rules Amid GOP Backlash

Courtesy of Education Week

The same day a government report found that [racially and economically segregated schools are on the rise](#) exactly 62 years after the *Brown v. Board of Education* decision, U.S. Secretary of Education John B. King Jr. reiterated his message that it's essential that the new K-12 education law ensure students of color and those in poverty get additional and crucial academic resources through federal dollars.

In a meeting with reporters here at U.S. Department of Education headquarters on Tuesday, King said the department will look to ensure through robust regulations, that federal Title I aid to students from low-income backgrounds is truly supplemental. That's part of a wonky but important provision of the new Every Student Succeeds Act called "supplement-not-supplant." The regulations will be designed to address "serious funding inequities, not just between districts but within them" that continue in districts across the country, King told reporters.

"It was a civil rights law then and it is now," said King, referring to the original Elementary and Secondary Education Act of 1965, of which ESSA (signed into law by President Barack Obama last December) is the latest version.

And as schools have become more "intensely segregated" in recent years, said Kristen Clarke, the president and executive director of the Lawyers Committee for Civil Rights Under Law (who was present at the meeting), black students are now six times more likely to attend high-poverty elementary schools than their white peers.

During the recent negotiated rulemaking for ESSA and in the aftermath of that process, the Education Department has been pushing for a supplement-not-supplant rule that would require districts to show that per-pupil spending in Title I schools is at least the same as the average of per-pupil spending in non-Title I (relatively wealthy) schools. The department, along with civil rights organizations, a group of Democratic senators, and others believe that the regulations proposed by the department during ESSA negotiated rulemaking uphold the true spirit of the law and Title I, which provides aid to students from disadvantaged backgrounds.

“We have failed to close the opportunity and achievement gap,” King said.

A panel of ESSA negotiators ultimately were unable to approve any proposed regulatory language on the provision, and now the Education Department is proceeding to write its own regulations. It's quickly become one of the most controversial parts of actually making ESSA a reality, and the funding rule is going to come up again soon—more on that below.

To highlight his point, King singled out two public schools in New York City (his hometown), one with 77 percent of students in poverty and the other with 32 percent of students in poverty. The former, he said, received 29 percent less in state and local money than the latter. And he reiterated that there are a variety of ways districts could meet a proposed rule without resorting to mass teacher transfers between schools, a prospect that unsettles many district leaders as well as teachers' unions. Those approaches could include efforts such as creating new prekindergarten programs and adding more school counselors.

Opposition to the Department

But the Education Department is in conflict with Republican members of Congress and others over the supplement-not-supplant issue.

For example, Sen. Lamar Alexander, R-Tenn., the chairman of the Senate education committee, along with some state and district officials, believe the direction being contemplated by the Education Department would be burdensome to schools, go beyond what the language of ESSA allows, and might create unintended consequences that would harm many disadvantaged students. For example, some have raised the idea that if the department's vision becomes a reality, districts might respond by clustering more students in poverty into a smaller number of their schools or just one schools, thereby increasing their isolation from their peers across the district—although the department has said it has already factored this into its thinking for supplement-not-supplant regulations.

Still, the broadside of attacks on the department over this issue continues. Alexander used a Congressional Research Service report released last week to argue on the U.S. Senate floor that the Education Department would be dramatically overstepping its bounds if in what it appears to be contemplating. And on Tuesday, Alexander co-wrote a letter with Rep. John Kline, R-Minn., the chairman of the House education committee, to the department [*expressing “serious concerns about the integrity of the negotiated rulemaking process”*](#) for supplement-not-supplant. They've asked for a variety of documentation for exactly how the department has approached ESSA negotiated rulemaking.

“The law is very clear and specific about the department's role in its implementation. That's why it's very troubling to see the department taking steps that are contrary to both the letter and intent of the law. The bipartisan reforms in the law are too important to be commandeered for the department's own partisan agenda,” Kline also said in a statement.

There is a meeting of the Senate education committee hearing scheduled for Wednesday to discuss ESSA implementation, and it's pretty safe to expect that supplement-not-supplant will be among the prominent topics discussed.

Partners

News STEM Solutions National Leadership Conference: Leading the Movement: Discovering and Growing America's Diverse Talent Pool

Courtesy of U.S. News & World Report

As the [*U.S. News/Raytheon STEM Index*](#) found that women, African-Americans and Latinos are still lagging far behind white and Asian men when it comes to earning degrees or finding jobs in the fields of science, technology, engineering and math, the head of the National Urban League and leading educators made a forceful call for change.

“You can't keep doing the same old thing,” Marc Morial, the National Urban League's president and CEO, told corporate executives, teachers and STEM education leaders gathered Wednesday for the opening keynote of the U.S. News STEM Solutions Conference in Baltimore. “Today is where we must invest, we must dig deeper, we must do more.”



(Left: National Urban League president and CEO Marc Morial; Right Arizona State University president Michael Crow and University of Maryland Baltimore County president Freeman Hrabowski)

Despite years of public and private investment aimed at dispelling biases, providing mentorships, and other initiatives to diversify the ranks of STEM, white and Asian men outstrip women, African-Americans and Latinos across a range of metrics, from test scores to hiring trends.

Closing these gaps is utterly crucial, Morial contended, not only to expand access to high-paying jobs, but also to empower communities left behind—or even scarred—by a lack of investment in the STEM fields.

“There's a crisis underway in a place like Flint, Michigan, a crisis in the quality of water,” Morial said, referring to lead-tainted drinking water that's poisoned thousands of children in the long-suffering city. “At the end of the day, it is a crisis of our failure to maintain, upgrade and advance a 20th-century technology. ... We failed in this instance in upgrading and improving 20th century technology to 21st century standards, and the consequences to human beings have been stark.”

Publications

Future for Career and Technical Education Imagined

Courtesy of the U.S. Department of Education

The field of career and technical education has had to reinvent itself before with the changing needs of the modern economy. A group of top education organizations came together recently to create a new vision—one that is learner-centric and supported by education, workforce and economic development, and business and industry partners. [The full report includes principles and action steps](#), including providing all learners with authentic, real-world experiences linked to careers of interest and aligning secondary and postsecondary programs.