



NAPE DECEMBER 2014 PUBLIC POLICY UPDATE

What Are “Your” Public Policy Priorities? NAPE Wants to Know.

A new year and a new Congress are rapidly approaching. To prepare for the changing political landscape, NAPE would like to know how you manage your public policy agenda at the federal and state levels and what federal policy issues are most important to you. Please take a few minutes to complete our Public Policy Survey. *Your responses are essential* in helping NAPE form its policy strategy for 2015.

Please complete the survey at https://www.surveymonkey.com/r/2014_Policy_Survey.

THANK YOU!!!!

Important Dates

January 6, 2015: New 114th Congress Swearing In
January 15-16, 2015: Republican Members Retreat
January 29-30, 2015: Democratic Members Retreat
January 20: President’s State of the Union Address
The House will be in Session for votes for 13 days in January.

Congress

Perkins Funding Maintained in FY 15 Omnibus Bill (Courtesy of ACTE and the U.S. Department of Education)

Just before the Congress departed for the holiday season, the House and Senate appropriations committees released the final FY 2015 omnibus appropriations bill, which will fund most government programs for the rest of the fiscal year (until September 30, 2015). Despite cuts in many areas, including an overall \$166 million reduction in discretionary funding for the Department of Education, Perkins was level funded! The 2015 Consolidated and Further Continuing Appropriations Act includes \$1.118 billion for the Perkins Basic State Grant program and \$7.4 million for National Programs.

Additionally, under the bill, both Title I and special education grants to states each receive modest \$25 million increases. There is also \$250 million for the Preschool Development Grants program and funding to increase the maximum Pell Grant award by \$100 to \$5,830. Among the significant cuts: \$21.6 million from the Investing in Innovation (i3) Fund and \$58.8 million from the Teacher Incentive Fund.

Although a few education programs did see small increases, a number were cut or eliminated, including some of the Administration's key competitive priorities, such as Race to the Top and the Investing in Innovation Fund. Considering the changing political dynamic and focus on reducing spending, CTE has fared well in this budget.

New Leadership in the Congressional Caucus on Women's Issues for the 114th Congress

On December 4, the Congressional Caucus for Women's Issues elected its leadership for the 114th Congress. Reps. [Kristi Noem](#) (R-SD) and [Doris O. Matsui](#) (D-CA) will serve as co-chairs; Reps. Susan Brooks (R-IN) and Lois Frankel (D-FL) will serve as the vice chairs. Reps. Jaime Herrera Beutler (R-WA) and Donna F. Edwards (D-MD) served as co-chairs during the 113th Congress; Reps. Noem and Matsui served as the vice chairs.

House Rule Change Would Force Long-Term Estimates for Major Bills

(Courtesy of Roll Call)

House Republicans are moving to increase the use of dynamic scoring through a rules change that would require long-term estimates of the economic effects of major legislation. The macroeconomic estimates required under the rule would include the projected effects of legislation on economic output, employment, and capital stock, resulting in an assessment of how a proposal would cause the economy to expand or contract.

Still unclear is the extent to which the estimate prepared by the Congressional Budget Office (CBO) or Joint Committee on Taxation (JCT) would become the official score, or if it would remain a supplementary score. But based on conversations with budget experts, it appears that the decision would rest with the House Budget Committee chairman or JCT chairman or vice chairman.

“Since this is just a House rule, I would conclude it is still a score that would be left up to the Budget Committee and JCT chairs to apply or not,” said G. William Hoagland, senior vice president of the Bipartisan Policy Center. The House and Senate Budget committees have authority under the budget law to determine the score or estimated cost of legislation, although they generally rely on CBO or JCT.

Even though the change would be significant, it would not necessarily affect much legislation, because a proposal would generally have to produce a change in revenue, spending, or deficits equal to or greater than 0.25 percent of gross domestic product to qualify for a macroeconomic score.

The CBO generally does not estimate whether legislation would expand or reduce the size of the economy, although it has produced macroeconomic analyses of some bills in the past. Under an existing rule, the JCT prepares supplementary analyses of tax legislation. The proposal would require the CBO and JCT “to the extent practicable” to incorporate the macroeconomic effects of major legislation into their official cost estimates.

The rule defines major legislation as any proposal that would have a budgetary effect equal to or greater than 0.25 percent of projected gross domestic product in any fiscal year covered by the budget resolution. Based on current GDP, 0.25 percent is about \$45 billion.

The rule would also allow the House Budget chairman, or in the case of revenue legislation the chair or vice chair of the JCT, to designate other mandatory spending or tax proposals as major legislation requiring a dynamic score. The estimate would include a “qualitative assessment” of the budgetary effects of legislation in the 20-year period following the customary 10-year window covered by the budget resolution.

The rule is patterned on legislation ([HR 1874](#)) by incoming House Budget Chairman [Tom Price](#) (R-GA) that the House passed earlier this year. Rep. Price’s more limited proposal would have required the CBO to prepare a supplementary macroeconomic analysis for legislation with an estimated budget impact equal to 0.25 percent of the GDP.

Congressman [Chris Van Hollen](#) of Maryland, the ranking Democrat on the House Budget Committee, slammed the proposed rule.

Administration

U.S. Department of Education Hosts a Nationwide Forum on the Documentary, “I Learn America

Organized and hosted by the White House Initiative on Educational Excellence for Hispanics, the White House Initiative on Asian Americans and Pacific Islanders, the Office of Career, Technical, and Adult Education, the Office of English Language Acquisition and the Department of Justice—Civil Rights Division, the film follows a graduating class at the International School program at Lafayette in New York City over the course of a year. (There are a number of similar programs around the country.) The film looks at the students’ families, their values around education vs. work, language barriers and the efforts/benefits of learning English, their isolation and emotional adjustments to a new country and in some cases parents that they have been disconnected from for years—being undocumented for many and their unique paths to post-secondary opportunities in the current economy.

One of the most impactful segments of the film features a panel of teachers meeting with the students’ parents to share with them their child’s academic accomplishments. This was particularly relevant with the parents/fathers of Muslim girls—another example of a marginalized community.

Also noted were the challenges of immigrant parents who are often intimidated by American school systems, the associated language barriers, as well as the struggle of bringing sustainable income home while making decisions about whether their child can pursue an education vs. working to help support the family.

January Brings a White House STEM and CTE Conference on Marginalized Girls

In January 2015, the White House Domestic Policy Council, the White House Council on Women and Girls, the Department of Education’s Office of Career, Technical, and Adult Education, and the Georgetown Law Center on Poverty and Inequality will host a conference titled “Front and Center: Bringing Marginalized Girls into Focus in STEM and Career and Technical Education.”

The conference will bring together federal, state, and local agencies, service providers, researchers, the private sector, and youth to discuss policies and programs that will help increase

access to STEM and career and technical education (CTE) by marginalized girls, including low-income girls and girls of color. *NAPE is a conference collaborator for this event.

USDOE Issues Guidance for Single-Sex Classes

The U.S. Department of Education’s Office for Civil Rights (OCR) released guidance for K-12 schools that offer or want to offer single-sex classes. In response to numerous inquiries about the legality of single-sex classes, OCR issued guidance that charts a path for schools on how they can provide boys-only or girls-only instruction while remaining in compliance with civil rights laws. To offer single-sex classes or extracurricular activities, schools must:

- Identify an important objective that they seek to achieve by offering a single-sex class (such as improving academic achievement);
- Demonstrate that the single-sex nature of the class is substantially related to achieving that objective;
- Ensure that enrollment in the single-sex class is completely voluntary (through an opt-in, rather than an opt-out, process);
- Offer a substantially equal coed class in the same subject;
- Offer single-sex classes evenhandedly to male and female students;
- Conduct periodic evaluations at least every two years to ensure that the classes continue to comply with Title IX;
- Avoid relying on gender stereotypes;
- Provide equitable access to single-sex classes to students with disabilities and English language learners; and,
- Avoid discriminating against faculty members based on gender when assigning educators to single-sex classrooms.

The [guidance document](#) is presented in a question-and-answer format, offering common scenarios aimed at assisting schools and educators in designing single-sex programs that comply with Title IX.

DOE Secretary and U.S. Attorney General Release Correctional Education Guidance Package

Secretary Arne Duncan and U.S. Attorney General Eric H. Holder today announced the release of a [Correctional Education Guidance Package](#) to help states and local agencies strengthen the quality of education services provided to America’s estimated 60,000 young people in confinement every day. This guidance package builds on recommendations in the My Brother’s Keeper Task Force report released in May to “reform the juvenile and criminal justice systems to reduce unnecessary interactions for youth and to enforce the rights of incarcerated youth to a quality education.”

Partner Organizations

MDRC Releases Work Advance Report on Sector-Focused Career Advancement for Low-Skilled Adults

Current data, including that found in the OECD’s report, [Time for the U.S. to Reskill? What the Survey of Adult Skills Says](#), shows that many low-skilled adults across the nation experience

difficulty securing family-sustaining employment and career advancement. Concurrently, many employers are reporting that they have experienced challenges in finding skilled employees, even during times of high unemployment. Tackling both employer and worker needs are key priorities for public workforce systems and development organizations. To that end, [MDRC](#) recently released its first WorkAdvance report, [Meeting the Needs of Workers and Employers: Implementation of a Sector-Focused Career Advancement Model for Low-Skilled Adults](#), which, in its early findings, provides insight on this critical issue. Entities providing and coordinating services for adult learners may benefit from reviewing this report.

According to MDRC, the *WorkAdvance* program model integrates the most salient features of two critical areas of workforce policy: “‘sectoral’ strategies, which seek to meet the needs of both workers and employers by preparing individuals for quality jobs in specific high-demand industries or occupational clusters; and, job retention and career advancement strategies, which seek to improve workers’ prospects for sustained employment and upward mobility.” The model, according to the report, offers sequenced, sector-focused program components for up to 2 years following enrollment. These include “pre-employment and career readiness services, occupational skills training, job development and placement, and postemployment retention and advancement services.” The report notes that four organizations (two in New York City, one in Tulsa, and one in greater Cleveland) are presently operating *WorkAdvance* programs centering on a variety of sectors and types of experience and approaches.

This report contains early results from the four local program providers on their individual renderings of the model into effective programs. It includes lessons that may be useful to organizations that are interested in implementing sector-focused career advancement programs comparable to *WorkAdvance*. It also offers lessons and insights for practitioners and workforce development professionals on best practices and implementation challenges for a program similar to *WorkAdvance*.

The following are key report findings:

- The model is challenging—it requires that providers work effectively with both employers and program participants and incorporates a new postemployment advancement component. “Yet all four providers are now delivering each of the *WorkAdvance* components, with postemployment services being the least developed.”
- Screening for program entry was driven by employer needs and, on average, only one in five applicants were qualified for the program.
- “Soft” (essential) skills, taught in career readiness classes, emerged as being of similar importance to participants and employers as the technical skills acquired in occupational skills training.
- Early indications indicate that completion rates for occupational skills training are high, with variance across the providers. In most instances, completion of the training led to industry-recognized credentials for trainees—a critical first step toward attaining sector-based jobs.

MDRC plans to release a second report in late 2015. It will provide an in-depth look at the *WorkAdvance* implementation, as well as findings on program costs, impacts on employment, earnings, and other outcomes. Collectively, these two reports will give policy makers,

practitioners, and funders valuable information “on the feasibility, impact, and cost of expanding and replicating a model of this type for low-income populations in various local contexts.”

WorkAdvance program operations and evaluations are funded through the federal [Social Innovation Fund](#) (SIF), a public-private partnership administered by the Corporation for National and Community Service. This SIF project is led by the [Mayor’s Fund to Advance New York City](#), and the [NYC Center for Economic Opportunity](#), in collaboration with MDRC. For more detailed information, please read the report’s [executive summary](#) and/or the [full report](#).

Wider Opportunities for Women’s Women and Work Project Helps to Expand Opportunities for Women in Nontraditional Occupations

(Courtesy of WOW)

WOW’s new [National Center for Women’s Employment Equity \(NCWEE\)](#) launched this year to unify our advocacy, technical assistance, program development, and research work to expand opportunities for women in nontraditional occupations. Its current technical assistance initiatives in 16 states are helping prepare women for jobs in construction, manufacturing, transportation, and technology. Through the NAIL-IT project in New Jersey and the nationwide Opportunities for Women in Nontraditional Employment (OWNE) Initiative, WOW is on pace to place more than 1,000 women in high-wage, high-skill, jobs that offer family economic security.

Region 2 Inaugural Webinar: ET Health Disparities, Health Equity and Social Determinants of Health (January 6, 2015, 12 pm)

Columbia University Mailman School of Public Health has been funded by the Health Resources and Services Administration (HRSA, under the U.S. Department of Health and Human Services) to serve as the Region 2 Public Health Training Center. A total of 10 Regional Centers were funded around the country representing the 10 Department of Health and Human Services Regions. The Centers are responsible for providing education and training, primarily using distance technology, to the current public health workforce.

Region 2 has been designated to provide education and training to the other 9 Regional Centers and the public health organizations within each Region on the topic of Health Disparities, Health Equity, Social Determinants of Health. Region 2 is hosting its inaugural monthly “Log-in and Learn” Webinar on Tuesday, January 6, from 12-1 pm. ET. Dr. Bruce Link will discuss “Social Conditions as Fundamental Causes of Health Inequalities: Theory and Evidence.” Click [here](#) to register, then join Livestream with your email address at new.livestream.com.

Recommended pre-webinar reading: *Phelan, J.C., Link, B.G., Tehranifar, P. (2010). Social conditions as fundamental causes of health inequalities: Theory, evidence and policy implications. Journal of Health and Social Behavior 51(S), S28- S40.*

Reflection questions:

- What are fundamental causes of health inequalities?
- What is the research evidence regarding the association between social conditions and health/mortality?
- How can policy and public health practice address the fundamental causes of health?

Grant Opportunities

DOL Announces \$100M American Apprenticeships Grant Competition

On December 12, 2014, the U.S. Department of Labor announced the availability of \$100 million in training grants to expand [Registered Apprenticeships](#) (also known as American Apprenticeships) in high-skilled, high-growth industries like healthcare, biotechnology, information technology and advanced manufacturing. Registered Apprenticeships have long been acknowledged as one of the nation's best preparation models for skilled trades, yet the program remains underutilized. These unparalleled grants will help to transform apprenticeships for the 21st century and escalate employment in these sectors.

Approximately 25 grants, ranging from \$2.5 million to \$5 million each, will be conferred using funds collected from employers who use H-1B visas to hire foreign workers. Programs sponsored by this initiative will provide U.S. workers with the training to fill jobs that (1) are estimated to employ a considerable number of new workers; (2) are being altered by equipment and modernizations that require 21st-century skills; (3) are in innovating and developing industries and/or businesses that are anticipated to grow; or (4) have a substantial effect on the economy, overall.

Apprenticeship grants will be presented to public and private partnerships among employers, business associations, joint labor-management organizations, labor organizations, community colleges, local and state governments, and other non-profit organizations. Successful applicants will use the federal funds to grow Registered Apprenticeship programs that align with other postsecondary education programs and generate career pathways to long-term careers.

These grants will encourage greater access to apprenticeship opportunities for historically underrepresented populations, including women, young people of color, people with disabilities, and veterans and transitioning service members.

Funding applications are due by April 30, 2015. The full announcement, which includes information on eligibility and how to apply, is available [here](#).