



NAPE PUBLIC POLICY UPDATE—JUNE/JULY 2014

CONGRESS

***Remaining Number of Voting Days in the House—
Pre November 2014 Election***

July – 12 days

August – 0 days

September – 8 days

October – 1.5 days

WIOA, HEAA, and Perkins: A Trilogy of Education and Workforce Language Shows Signs of Life in the Congress

With the Passage of WIOA, Congress House Found a Formula for Legislative Success

After equally overwhelming passage in the Senate, last evening, the U.S. House of Representatives passed **H.R. 803**, the Workforce Innovation and Opportunities Act with an overwhelming vote of 415 to 6. No amendments were offered to the bill. The long-awaited Workforce Investment Act (WIA) was scheduled to be reauthorized in 2003. The new WIOA reauthorizes the program for 6 years, from 2015 through 2020. WIOA streamlines existing employment and workforce-related education and training programs through a coordinated planning and delivery system, requiring a more uniform data collection process while establishing common measurements for program performance.

As part of the bill's infrastructure changes, the newly named *American Job Centers* (formerly the one-stop centers), WIOA requires state boards to establish criteria for use by local boards to assess the "effectiveness, physical and programmatic accessibility, and continuous improvement" of American Job Centers at least every 3 years. The bill maintains current requirements for mandatory one-stop partners to reach a voluntary agreement to fund infrastructure costs; however, if local areas fail to come to an agreement, then a state-mandated funding mechanism may be imposed upon those local areas. Currently, WIA does not provide direct funding for the operational costs of one-stop centers, and WIOA proposes to follow in that same vein. Much like the current system, WIOA would require that all mandatory partners contribute to the infrastructure costs of one-stop centers, but would do so with more vigor than in current law. The primary motivation behind this is to spur greater collaboration among the WIA one-stop system and its partners. Additionally, funding the costs of one-stop infrastructure in this fashion allows a greater portion of federal appropriations under this bill to go toward direct training costs. Postsecondary CTE programs that receive funding from the *Carl D. Perkins Career and Technical Education Act* (Perkins) are among the required partners in the WIA/WIOA one-stop delivery system—a central point of service for state and local WIA/WIOA

training and employment activities where activities with partner programs must also be coordinated. Funding for infrastructure would pay for the operational costs of these American Job Centers.

WIOA enjoyed bipartisan appeal as well as strong support by numerous labor, workforce coalition, and civil rights groups. WIOA represents one of the “very few” bipartisan, bicameral pieces of legislation seen in the 113th Congress. *Summary provided in part by the National Association of State Directors for Career and Technical Education consortium (NASDCTEc).*

Harkins Moves Forward with the Higher Education Affordability Act

Just before the July 4th congressional district work period, Senate Health, Education, Labor and Pensions (HELP) Committee Chairman Tom Harkin (D-IA), released a draft proposal for the upcoming reauthorization of the Higher Education Act (HEA) for discussion in Committee.

The Higher Education Affordability Act (HEAA) attempts to take a comprehensive approach to reining in rising college costs and ensuring a more effective system for students and families. The proposal focuses on four main goals: increasing college affordability, helping struggling borrowers, strengthening accountability, and improving transparency. Although there are a number of encouraging components in the draft proposal, the Community College and Industry Partnerships Program (CCIPP) is of particular interest to the CTE community. This proposed competitive grant program strives to support education and career training programs at community colleges and other types of eligible postsecondary institutions. It also seeks to build upon early college high school models and improve linkages between secondary, postsecondary, and adult education programs including programs supported by the Perkins Act.

Although this draft proposal is a long way from becoming law, these types of programs and other such provisions are encouraging developments for the CTE community as Congress begins to more fully consider the reauthorization of HEA. Chairman Harkin’s [proposal](#) and [fact sheet](#) are available for review.

In other HEA news, earlier in the week in the House, Chairman of the Education and the Workforce Committee John Kline (R-MN) and Higher Education and Workforce Training Subcommittee Chairwoman Virginia Foxx (R-NC) released a white paper outlining key principles that will guide the reauthorization of HEA in that chamber. The paper centers on four primary goals, many of which have been the subject of Congressional hearings on HEA over the past year: (1) Empowering students and families to make informed decisions; (2) Simplifying and improving student aid; (3) Promoting innovation, access, and completion; and (4) Ensuring strong accountability and a limited federal role.

The white paper includes a number of policy proposals the committee would like to take up during the reauthorization process.

Interest in Perkins Reauthorization Starts to Show Some Action

With the advent of the completion of the WIOA reauthorization, members of Congress are beginning to develop bills to spur action to reauthorize the Perkins Act that give some indication of priorities to be put forward.

Senator Warner Introduces Perkins Proposal

On June 24, 2014, Senator Mark Warner (D-VA) introduced **S. 2524** or the **Pathways to Prosperity Act of 2014** (Pathways). The bill proposes a number of modifications to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) and seeks to more closely align CTE programs of study to the needs of the local, regional, and state economy. Pathways introduces new statutory definitions for CTE programs of study, credit transfer agreements, labor market information, and industry-recognized credentials and then seeks to promote these elements through various portions of current Perkins law.

The bill also directs the National Research Center for CTE (NRCCTE) to provide technical assistance to states to help develop their capacity to collect information on industry-recognized credentials earned by students in an effort to promote their use and help students, parents, and policymakers understand their value relative to the labor market. Pathways would also make a small amendment to the Elementary and Secondary Education Act (ESEA) to ensure that rigorous, state-identified CTE standards are included alongside academic standards, a shift that is aimed at more closely aligning Perkins and CTE to ESEA and the activities supported under that legislation.

Senate CTE Co-Chair Kaine Makes Perkins a Priority by Announcing New Career and Technical Education Legislation

During a tour of the Valley Career and Technical Center in Fishersville this week, U.S. Senator Tim Kaine announced new bipartisan legislation to raise the quality of CTE programs at schools in Virginia and across the country. The *Educating Tomorrow's Workforce Act* would amend the Carl D. Perkins Career and Technical Education Act to better meet the needs of a 21st century workforce and ensure students have access to the highest-quality CTE programs. Kaine, co-chair of the Senate CTE Caucus, plans to introduce the bill with co-chair Senator Rob Portman (R-OH). “I’m proud to announce the Educating Tomorrow’s Workforce Act, which improves the Perkins Career and Technical Education Act by raising the quality of programs and allowing states and localities to fund CTE academies like the Governor’s Academies we established in Virginia.”

While generally viewed as a message bill to spur interest in Perkins reauthorization, Kaine made it clear that Perkins is a critical component in moving the nation’s economy. “In today’s competitive job market, far too many Americans are finding that they lack the skills they need to get a good paying job,” Portman stated. “This legislation is a step in the right direction toward helping those Americans seeking work acquire the skills they need to connect with a job.” Senator Kaine has made improving and strengthening access to CTE a top priority in the Senate.

The Educating Tomorrow's Workforce Act would amend the Carl D. Perkins Career and Technical Education Act to raise the quality of CTE programs by:

- Defining what constitutes a rigorous CTE curriculum and requiring Perkins grant recipients to incorporate key elements in their programs, including:
 - Credit-transfer agreement opportunities
 - Academic and technical skills assessments to measure student achievement based on industry standards
 - Use of training tools that align with the type of equipment and technology being used by today's industries
 - CTE-focused professional development for teachers, administrators, and counselors
 - Recruitment and retention plans to ensure highly effective educators and administrators are in place
 - CTE curriculum alignment with local, regional, and state workforce demands
- Allowing states and localities to use Perkins grant funding to establish CTE-focused academies like the Governor's Academies in Virginia established by then-Governor Kaine
- Improving links between high school and postsecondary education to help ease attainment of an industry-recognized credential, license, apprenticeship, or postsecondary certificate to obtain a job in a high-demand career field
- Promoting partnerships between local businesses, regional industries, and other community stakeholders to create pathways for students to internships, service learning experiences, or apprenticeships as they transition into the workforce or postsecondary education

ADMINISTRATION

White House Summit on Working Families Hits the Mark on Equity Issues

The White House Council on Women and Girls, U.S. Department of Labor, and the Center for American Progress convened some 1,000 advocates, business leaders, Labor leaders, economists, educators, and media from across the nation to hold the first White House Summit on Working Families. The Summit provided a platform for evaluating the changing demographics of America's workforce while addressing the diverse spectrum of social and economic needs and challenges facing working families—from low-wage workers to corporate executives, from young parents to baby boomers caring for their aging parents.

Whether the speakers were *White House Senior Policy Advisor Valerie Jarrett*, *DOL Secretary Tom Perez*, *White House Council on Women and Girls Executive Director Tina Tchen*, *Vice President Joe Biden*, *Dr. Jill Biden*, *Center for American Progress President Neera Tanden*, or *First Lady Michelle Obama* or *President Obama himself*, the message of cultural inclusion to prompt public policy change resonated with the audience: millions of workers—particularly lower-wage workers, women, workers from communities of color, and immigrant workers—continue to struggle in jobs with schedules that are unpredictable and inflexible, that don't pay enough to cover the bills, and that offer no paid family leave or even sick days. What American workers need are minimum standards and protections to protect and provide for their families.

The Summit convened businesses, economists, labor leaders, legislators, advocates and the media for a discussion on issues facing the entire spectrum of working families. The important efforts the President announced reflect our belief that we all have a role to play in changing our country's workplace policies. At the Summit the President announced a **series of action items** that the Administration will support to continue to move the outcomes of the Summit forward. Of particular interest to NAPE members are the items outlined under the Continuing to Close the Pay Gap by Increasing Access to Non-traditional Occupations priority.

Launching of the President's My Brother's Keeper Initiative Raises the Question: What About Black Women and Girls?

President Obama launched the My Brother's Keeper (MBK) initiative to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential.

Through the MBK initiative, the Administration is partnering with municipalities, businesses, and foundations interested in connecting boys and young men of color to mentoring, support networks, and the skills they need to find a good job or go to college and work their way into the middle class.

However, a recent "open letter" to President Obama from more than 200 prominent African American men across the country asked that the President also consider the plight of young women of color in tandem with his Administration's focus on young men of color. Signed by scholars, ministers, and activists, the **letter** comes as the White House announced that former basketball star and entrepreneur Earvin "Magic" Johnson will **co-chair "My Brother's Keeper,"** a \$200 million **public- and private-sector effort** that will direct resources to black and Hispanic boys.

The signers of the letter, among them actor Danny Glover and civil rights activist James M. Lawson and leading academics, wrote to the President that they were "were surprised and disappointed that your commitments express empathy to only half of our community — men and boys of color." A **similar letter** of more than 1,200 prominent women of color was sent to the President expressing a message that applauded the Administration's efforts but noted concern about the exclusion of girls and young women of color, stating, "The need to acknowledge the crisis facing boys should not come at the expense of addressing the stunted opportunities for girls who live in the same households, suffer in the same schools, and struggle to overcome a common history of limited opportunities caused by various forms of discrimination."

As part of the initiative, President Obama issued a Presidential Memorandum establishing the My Brother's Keeper Task Force, an interagency effort, chaired by Assistant to the President and Cabinet Secretary Broderick Johnson, which will help the Administration determine what public and private efforts are actually working and how to expand upon them; how the federal government's own policies and programs can better support these efforts; and how to better involve state and local officials, the private sector, and the philanthropic community in these efforts. As part of its role, the Task Force has been directed to issue a 90-day report identifying a set of initial recommendations to the President, and a blueprint for action by government, business, nonprofit, philanthropic, faith, and community partners.

The announcement of the MBK initiative was underscored by a **Washington, DC–based briefing** at National Public Radio hosted by PolicyLink, the National Council of La Raza (NCLR), the Executive Alliance to Expand Opportunities for Boys and Young Men of Color, and the Institute for Black Male Achievement, focusing specifically on youth of color who are between ages 12 and 24 and living in low-income communities.

The briefing highlighted effective practices and policies that can close the gaps in education, employment, and health outcomes for boys and young men of color. It included speakers from the policy and advocacy fields, as well as panel discussions featuring community leaders and young men themselves.

School Counselors Are Focus of Two Administration Actions

On May 30, 2014, in support of the Obama administration’s goal of leading the world in college completion rates by 2020, the departments of Education, Labor, and Health and Human Services jointly released a **Dear Colleague letter** on their efforts to provide leaders in education, the workforce, social services, and the private sector with information on how high schools and human service agencies can work with the American Job Center network. This will connect students with the opportunities and information necessary to advance from high school to postsecondary education or training and make informed career decisions.

One of the most vital resources students can utilize in preparation for postsecondary options and careers is their school counselor. School counselors must have accurate and up-to-date information about the job market and the skills that employers demand in order to help young people achieve their dreams. However, a low school counselor to student ratio makes helping every student difficult. Partnerships between student support entities and American Job Centers can alleviate career counseling gaps by ensuring students have the skills to select the education and training they need based on current and relevant information, make informed career decisions, and find internships and employment that can lead to their dream jobs.

(Summary provided by the U.S. Department of Education, Office of Career, Technical and Adult Education)

On June 30, 2014, Secretary of Education, Arnie Duncan sent a **letter to chief state school officers** urging them to do everything they can to support school counselors. Arguing that school counselors can be a powerful force in student’s lives helping them to “reach their highest aspirations.” According to federal civil rights data one in five high schools doesn’t have a counselor on staff, and where there are counselors the often are stretched thin with high student loads and non-counseling responsibilities. The letter included a list of federal programs that can support counselors.

U.S. Secretary of Commerce Announces Call for New Members to the National Advisory Council on Innovation and Entrepreneurship

The U.S. Department of Commerce Secretary Penny Pritzker **announced** a call for membership applications for the National Advisory Council on Innovation and Entrepreneurship (NACIE). NACIE was established as part of the **America COMPETES Reauthorization Act of 2010** to advise the Secretary of Commerce on building entrepreneurship with a focus on job-driven skills training. In addition to providing advice to the secretary, NACIE will also work with entrepreneurship and workforce development communities, including trade and business associations. “NACIE has been an important tool in the Department’s efforts to strengthen innovation and entrepreneurship and develop a globally competitive workforce in the United States,” said Secretary Pritzker.

Up to 30 members will be appointed to 2-year terms by the secretary to serve on the council, which will now operate as an independent entity in the Office of Innovation and Entrepreneurship within the Commerce Department’s Economic Development Administration. Appointees will be selected on their abilities to create a balance of perspectives and expertise in “terms of innovation, entrepreneurship and skills training, including members who represent wide-ranging geographic locations and experience from industry, government, academia and non-governmental organizations.”

Applications are due July 14, 2014. Please click [here](#) for the full notice and more information on the application process.

(Summary provided by the U.S. Department of Education, Office of Career, Technical and Adult Education)

Federal Grants

Institute of Education Sciences Announces Postsecondary and Adult Education Research Grant Competition

The Institute of Education Sciences (**IES**) at the U.S. Department of Education recently **announced** a grant competition under its Education Research Grants program. Entities providing and coordinating services for postsecondary education students and adult learners may wish to submit a research proposal under this funding opportunity.

The Education Research Grants program supports a range of researcher efforts to develop, improve, and evaluate education policies and programs. Research in postsecondary and adult education seeks to support better student education outcomes at the college level (students working on certificates, associate, or bachelor’s degrees), and in adult education programs (adult English language programs; adult literacy programs, including adult basic education, adult secondary education; and GED preparation programs).

Under this research opportunity, IES is interested in “increasing student access to, persistence in, progress through, and completion of postsecondary and adult education programs as well as improving specific academic outcomes for students in developmental education, adult education, gateway science and math courses, and introductory composition courses.” Products under this

program will offer tools and strategies, including practices, assessments, programs, and policies, that have been documented to improve education outcomes of adult learners and students. According to the announcement, the primary outcomes for adult education learners are “student achievement in reading, writing, English language proficiency, and mathematics ... as well as access to, persistence in, progress through, and completion of adult education courses and programs.”

For postsecondary education, the primary outcomes for students are “access to, persistence in, progress through, and completion of postsecondary education, which includes programs for students in developmental and bridge programs as well as programs that lead to occupational certificates, associate or bachelor’s degrees.”

Applications are due August 7, 2014. Please access the funding [announcement](#) for detailed information on this grant competition, including research information, student criteria, how to apply and key deadlines.

(Summary provided by the U.S. Department of Education, Office of Career, Technical and Adult Education)