



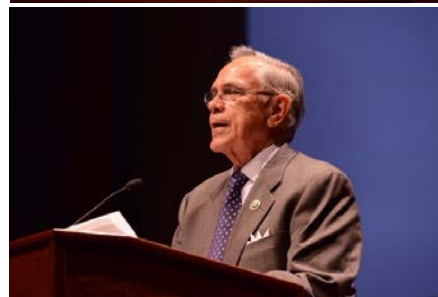
National Alliance for Partnerships in Equity

MAY 2015 PUBLIC POLICY UPDATE

NAPE's Public Policy Day in Pictures: Giving Voice to Issues of Equity, High-Skills Training, and Innovation in the Workforce: The Cornerstones of Building a Strong American Economy



L to R: *Congresswoman Suzanne Bonamici*; *Congressman Glenn "GT" Thompson* with NAPE CEO *Mimi Lufkin* and Public Policy Director *Lisa R. Ransom* accepting the Public Policy Leadership Award on behalf of the Congressional CTE Caucus; *Dr. Johan Uvin*, Acting Assistant Secretary, OCTAE, USDoe



L to R, T to B: Moderator *Bridget Brown*, Executive Director, National Association of Workforce Development Professionals, with Public Policy Leadership Award recipient *Congressman Rubén Hinojosa*; Federal Policy Panelist: *Robin Runge*, Senior Advisor, Civil Rights Center, USDOL; *Dr. Avis Jones-DeWeever*, Co-Moderator and President & CEO of Incite Unlimited, LLC; *Seth Galenter*, Principal Deputy Assistant Secretary, Office of Civil Rights, USDoe; *Dr. Johan Uvin*, Acting Assistant Secretary, OCTAE, USDoe; and *Pronita Gupta*, Deputy Director, Women's Bureau, USDOL; *CTE Chairman Glenn "GT" Thompson*; *Congressman Rubén Hinojosa*

Two New Public Policy Workshops for the 2015 PDI



What You Don't Know About the Federal Policy Pipeline May Hurt You! *Lou Ann Hargrave*, Student Service Coordinator, Oklahoma Department of Education; *Debra Huber*, Administrator of Department of CTE, North Dakota Department of CTE; *Lisa R. Ransom*, NAPE Public Policy Director



Access, Equity, and Diversity in Local Workforce Programs *Daria Daniel*, Associate Legislative Director, National Association of Counties; *Carolyn Coleman, Esq.*, Director of Federal Advocacy, National League of Cities

Congress

Senate HELP Committee Passage of ESEA—What's Next?

(Courtesy in part by the Alliance for Excellence in Education, May 2015)

The Senate HELP Committee unanimously passed *Every Child Achieves Act* also known as S. 1177, which rewrites the *Elementary and Secondary Education Act* (ESEA), currently known as *No Child Left Behind* (NCLB). While Senate HELP Committee Chairman Alexander had expected to see their education bill on the Senate Floor during the 2 weeks before the Memorial Day recess. However, since Senate Floor time has been taken up by the trade agreement and the

Iran nuclear review measure, Chairman Alexander has indicated that it's likely to bring the bill to the Senate Floor in early June.

Alexander still plans on 2 weeks of Floor time for senators to offer amendments and robust debate on the issues. Meanwhile, the Senate HELP Committee is still working on the committee report for their bill, which is expected to be released this month. This formal report provides an explanation and clarification on how the bill's provisions are intended to be implemented. Keeping in mind that an education bill has not been debated on the Floor since 2001, senators are now using the next few weeks to determine what amendments they want to offer with the legislation comes to the Floor.

In the House, ESEA is still remains in limbo. As noted earlier, ESEA, also known as H.R. 5, the *Student Success Act* was pulled from the House Floor even though it was a partisan bill, conservative Republicans didn't believe that the bill went far enough, leaving the bill without the votes needed to pass it. However, House Majority Leader Kevin McCarthy sent a memo to House members earlier this month outlining priorities and reiterating his commitment to passing H.R. 5, the House education bill. Leader McCarthy indicated that he "remains committed to completing H.R. 5, the Student Success Act." Exact dates for consideration will be relayed as soon as possible.

Commenting on the bipartisan passage of the Senate legislation, U.S. Department of Education Secretary Arne Duncan has issued a statement that *"to live up to ESEA's legacy of advancing equity and providing opportunity for every child, we join with numerous civil rights and business groups in urging that further significant improvements be made to the bill to create the law that America's children deserve. Every family and every community deserve to know that schools are helping all children succeed—including low-income students, racial and ethnic minorities, students with disabilities and students learning English. And they deserve to know that if students in those groups fall behind, their schools will take steps to improve, with the strongest action in the lowest-performing 5 percent of schools. In addition, we should ensure that educators have the resources they need, and that federal dollars reach the most vulnerable students they are intended to support."*

House 302B Funding Levels Significantly Cut

(Courtesy of Maggie Severns, Politico April 2015)

NAPE, along with more than 670 groups, asked the House Appropriations Committee to propose a bigger allocation for the House Labor-HHS-Education budget in a new letter. Right now, the proposed allocation would set spending slightly under 2015 levels.

The committee approved an overall total for discretionary spending at \$1.017 trillion, consistent with the mandates of the *Budget Control Act* (BCA), including full sequestration in FY 2016. While the total of \$1.017 trillion is nearly flat with the total of \$1.014 trillion for current FY 2015, some bills received big increases, and others, significant cuts. Among the bills getting a sizable cut was the Labor/HHS bill. The FY 2016 total for Labor/HHS is \$153.05 billion, nearly \$4 billion below the current FY 2015 final funding level and \$14.6 billion below President Obama's request for FY 2016.

"We understand that the House Appropriations Committee faces significant fiscal constraints under the essentially flat, sequester level nondefense discretionary (NDD) cap," says the letter,

which was jointly written by the Coalition for Health Funding, the Committee for Education Funding, and the Campaign to Invest in America's Workforce.

But the proposed funding level is “*extremely troubling*” the letter says. “If this allocation is adopted, it will be virtually impossible to fund important initiatives—such as combating antibiotic resistant bacteria and the opioid epidemic; fulfilling the federal government’s promise to raise its share of funding for IDEA special education closer to the promised level of 40 percent; and providing resources to meet the health, safety and quality requirements established by the recent bipartisan Child Care and Development Block Grant (CCDBG) reauthorization—without deep cuts in other equally important initiatives.”

ADMINISTRATION

Apprenticeship at Center of White House Upskilling Summit

On April 24, the White House hosted leaders from a range of industries and employers for the first-ever Upskilling Summit. The White House Upskilling Summit provided an opportunity to engage employers and business leaders from a wide range of industries and encourage them to take steps to help realize the full potential of America’s workforce by empowering workers with the education and training they need to develop new skills and earn higher wages. More than 100 of the nation’s leading employers participated, including approximately 20 newly announced ApprenticeshipUSA LEADERS.

These industry and employment leaders gathered to discuss strategies for advancing efforts to help workers of all ages earn a shot at better, higher-paying jobs. Each of the participant organizations is making commitments to support and expand the Upskilling Initiative across the United States, with apprenticeship front and center as a leading strategy to do so.

The President and Vice President have highlighted the importance of this effort and stressed the need for employers and labor leaders, philanthropists and tech innovators, educators and workforce leaders to work together—all committed to unlocking the potential of every American worker. To learn more about the Upskilling Initiative, visit the [White House’s Upskill website](#) and read the [Upskill Fact Sheet](#).

During the event, Vice President Biden spoke about how critical the Upskilling effort is and how it will open up opportunity for workers to earn higher wages and will business growth and help employers increase productivity. [Watch Vice President Biden’s Upskilling Summit Remarks](#)

USDoE Office of Civil Rights Release its 2013 and 2014 Activities Report

USDoE Assistant Secretary Catherine E. Lhamon has announced the release of OCR’s [report](#) to the President, Secretary of Education, and Congress detailing the OCR’s activities in fiscal years 2013 and 2014.

Among the report’s highlights, OCR:

- resolved nearly 20,000 cases;
- increased transparency by posting more resolution agreements than ever [on its website](#);
- released a new, universal [Civil Rights Data Collection](#) covering nearly every public school and district in the nation; and

- wrote and released 11 comprehensive policy guidance documents to remind schools and other institutions of their legal obligations under federal civil rights laws.

Partner Organizations

NEA Summit—Closing the Gaps: A Policy and Practice Conversation to Advance an Opportunity Agenda

The National Education Association convened a day-long forum of educators, think tanks, labor, and advocates to address the “all too present” achievement (and opportunity) gaps and the associated outcomes related to poverty, English language proficiency, disability, and racial and ethnic backgrounds. With a call to action for more inclusive alliances by NEA president Lily Eskelsen Garcia and Education Policy Director Donna Harris-Aikens, panelists discussed the changing U.S. demographics and the increasing urgency for actions to close the achievement gaps as well as the social and economic factors outside the classroom that impact student’s success inside the classroom, to include the very complex issues of economic inequality and socioeconomic segregation in housing that intersect with race and ethnicity.

Discussions ran the gamut from the challenges of working with legal and illegal students, to dropout prevention to the push for disaggregated data by teachers and parents together at the state level, to talking about the frequent exclusion of Bureau of Indian Education (BIE) Schools and HBCSs. However, the overarching emphasis was placed on encouraging teachers to learn “how” government and legislative systems work so that they are able to identify where systems are broken and learn how to fix them, noting Education Austin President Ken Zarifis’ principle philosophy that “Education ‘is’ Politics.”

Panelist Marvis Ellis, a Pupil Personnel Worker with Montgomery County, Maryland, Schools talked about how the Maryland State Association has been working “with” the Maryland General Assembly in looking at college and career readiness programs. Through their collaborative effort, they determined that the “career” component has not been properly funded. David Sciarra, Executive Director with the Education Law Center, was emphatic on the need to develop broader alliance to close opportunity gaps stating, “We’ve got to have state-level campaigns that include parents, unions, teachers and communities collectively putting pressure on state legislatures, which ultimately requires unprecedented collaboration across the spectrum.”



“Policy Levers to Support and Scale Up Effective Practices” panel at the NEA symposium featured distinguished guests *Rocio Inclan*, NEA Human & Civil Rights Department (moderator, not pictured), *David Sciarra*, Executive Director, Education Law Center, *Rita Pin Ahrens*, Director of Education Policy, Southeast Asia Resource Action Center, *Ron “Duff” Martin*, VP, Wisconsin Education Association Council, and *Nick Faber*, VP, St. Paul (MN) Federation of Teachers

Urban Institute Releases Evaluation Report of Accelerating Opportunity Initiative Efforts to Support Adult Students in Community Colleges

A report on an independent evaluation conducted by the [Urban Institute](#) on the second year of the Accelerating Opportunity (AO) program, [The Second Year of Accelerating Opportunity: Implementation Findings From the States and Colleges](#), was recently released. AO is a Jobs for the Future [initiative](#) that is designed to transform “how states work with their adult education programs and community/technical colleges to provide training for the millions of adult learners who fall below basic literacy levels.” Entities providing educational and career services to adult learners are encouraged to read the full report.

The report discusses the successes of community colleges with AO students in Illinois, Kansas, Kentucky, and Louisiana. It documents the progress these four states have made in developing and recruiting students for career pathways while integrating basic skill development and occupational training. The report also highlights the colleges’ successes in building strong partnerships to both strengthen programs and support students. According to findings, community colleges in the four states have “demonstrated considerable improvement in their capacity to help adult students who fall below basic literacy levels (to) improve their educational and employment needs.”

Following are some of the key highlights from the evaluation study:

- Team teaching allowed instructors to teach basic academic skills while simultaneously providing job training.
- AO college staff recognized the importance of “career navigators” as vital resources in supporting AO students. Navigators helped to link students to academic, financial, personal, and other support services both on and off campus.
- To date, nearly one-third of participating students have been placed in some form of work-based learning, such as internships, apprenticeships, or clinical nursing positions.

In sum, the evaluation found that the AO model helped students with low basic skills catch up, earn postsecondary credentials, and get a job with family-sustaining wages.

Readers may also be interested in a companion report to the evaluation, which presents findings from a comprehensive student survey of AO students and their program experiences. The report, [Accelerating Opportunity: A Portrait of Students and Their Program Experiences From the 2014 Student Survey](#), is based on responses from 444 students participating in the AO evaluation in Illinois, Kansas, Kentucky, and Louisiana. Results showed that students are enthusiastic about pursuing further education beyond the initial AO pathway, “[Almost 90 percent](#) ... felt the program adequately prepared them, or prepared them very well, for work in their field of training or for further education.”

Class Act: 2015 National Teacher of the Year

(Courtesy, U.S. Department of Education)



All of the 2015 State Teachers of the Year who we met last week are amazing. Still, after watching this 2:44 [video clip](#) of Shanna Peeples describing how she became a teacher--and what had kept her from joining the profession—it is clear that the [CCSSO](#) got it right when they chose this Texas teacher as the National Teacher of the Year.

Though drawn initially to teaching, Ms. Peeples feared the commitment it would require and the sheer amount of work involved. Even more, she says, “I knew it was gonna break my heart in the way that everything you truly love will.” Find out what made her take the leap anyway and why she sees teachers as “warriors of hope.”

UPCOMING EVENTS

Center for Women in Business Webinar: Women in STEM, May 27

(U.S. Chamber of Commerce Foundation)

Join the Center for Women in Business for a [webinar](#) as it discusses the findings of its new research on the future of women in STEM fields. The report, *Reaching the Full Potential of STEM for Women and the U.S. Economy*, examines the participation of women in STEM education and occupations over the past decades in the United States. It provides insights from a survey of leading experts in academia, government agencies, private companies, and nonprofit organizations to identify ways to attract women to STEM fields.