

JUNE/JULY 2017 PUBLIC POLICY UPDATE

NAPE

NAPE CEO Mimi Lufkin Addresses CTE and Its Impact to Title IX as a Congressional Briefing Panelist in Celebrating the 45th Anniversary of Title IX

The National Coalition for Women and Girls in Education (NCWGE) along with Honorary Co-Chair Senator Mazie K. Hirono (D-HI) recently hosted a congressional briefing to release the newest edition of the report: *Title IX at 45: Advancing Opportunity through Equity in Education*.



The new report examines Title IX of the Education Amendments Act of 1972 in relation to the state of gender equity over the past 5-years. Title IX is a federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity.

Moderated by Pamela Yuen, with the American Association of University Women (AAUW), a distinguished expert panel will provide insight on six key areas of the report:

- [Title IX and Athletics](#)
- [Pregnant and Parenting Students](#)
- [Women and STEM](#)
- [Single-Sex Education: Separation Serves No One](#)
- [Ending Sexual Harassment and Assault: Effective Measures Protect All Students](#)
- [Career and Technical Education: A Path to Economic Growth](#)

Briefing panelists include:

- Neena Chaudhry, Director of Education and Senior Counsel, National Women's Law Center: Ending Sexual Harassment and Assault: Effective Measures Protect All Students
Pregnant and Parenting Students: Supporting Academic Success through Title IX
- Mimi Lufkin, CEO, National Alliance for Partnerships in Equity: Career and Technical Education: A Path to Economic Growth
- Roberta Rincon, Ph.D., Manager of Research, Society of Women Engineers: Women and STEM: Preparing for a Technology-Driven Economy
- Esther Lofgren, Two-time Olympic Gold Medalist, Women's Sports Foundation: Title IX and Athletics: Leveling the Playing Field Leads to Long-Term Success

The National Coalition for Women and Girls in Education (NCWGE) is a nonprofit organization established to educate the public about issues concerning equal rights for women and girls in education, monitor the enforcement and administration of current legislation, and conduct and publish research and analysis of issues concerning equity in education.

CONGRESS

House Members Pass a Bipartisan Bill to Strengthen Career and Technical Education

On Thursday, June 22, 2017 the U.S. House of Representatives passed a bipartisan bill by voice vote that will strengthen career and technical education across the nation.

The bill Introduced by Reps. Raja Krishnamoorthi (IL-08), Glenn “GT” Thompson (PA-5) James Langevin (RI-02), Bradley Byrne (AL-1), Katherine Clark (MA-05), Loyd Smucker (PA-16), Ferguson A. Drew IV (GA-3) and Rick Nolan (MN-08), the legislation reauthorizes the Carl D. Perkins Career and Technical Education through Fiscal Year (FY) 2023 and will help more students gain the knowledge and skills they need to compete for in-demand jobs.



The reauthorization passed on Thursday both strengthens this critical program and helps it adapt to the needs of the 21st century economy.

“All education is career education,” Chairwoman Virginia Foxx (NC-5) said. “Our nation’s career and technical education programs prepare many Americans to enter the workforce with the skills they need to succeed, and help close our nation’s skills gap. This bipartisan bill opens the door for more innovation in workforce development with the help of community leaders, educational institutions, and private business. We must continue to promote demand-driven workforce development that aligns education with the needs of employers who are anxious to hire American workers.”

“Each and every student should have access to educational programs that provide the knowledge and skills necessary to compete in the 21st century economy,” said Ranking Member Bobby Scott (VA-03), of the House Committee on Education and the Workforce. “The Strengthening Career and Technical Education for the 21st Century Act is a bill that will ensure that quality CTE and work-based learning opportunities are accessible to all students, regardless of their background. I am pleased that this bill maintains the vital role of the federal government in oversight and enforcement for program quality, improvement, and equity for all students. Today’s strong bipartisan House vote is the first step to comprehensive reauthorization, and I look forward to further improving the legislation as the process moves forward.”

The [Strengthening Career and Technical Education for the 21st Century Act](#) builds on recent reforms to K-12 education and the workforce development system. The bipartisan legislation will improve current CTE policies to help more Americans gain the knowledge and skills they need to succeed in the workforce. Specifically, the legislation will:

- Provide states more flexibility in the use of federal resources in response to changes in education and the economy.
- Ensure that career and technical education prepares all students, including historically disadvantaged and vulnerable students, for success in high-skill, high-wage occupations and careers in nontraditional fields.
- Improve alignment with in-demand jobs by supporting innovative learning opportunities, building better community partnerships, and encouraging stronger engagement with employers.
- Enhance career and technical education through increased focus on employability skills, work-based learning opportunities, and meaningful credentialing, so students are prepared to enter the workforce poised for success.

- Streamline performance measures to ensure that career and technical education programs deliver results for students and taxpayers.
- Reduce administrative burdens and simplify the process for states to apply for federal resources.
- Reward success and innovation in CTE program practices that have been proven to best serve students and employers.
- Provide parents, students, and stakeholders a voice in setting performance goals and evaluating the effectiveness of state and local CTE programs.
- Empower state and local leaders to develop plans that improve the quality of career and technical education and take into account unique local and state needs.

To read the bill, click [here](#).

Senate Democrats Blast Secretary DeVos for Harmful Actions on Civil Rights Protections, Enforcement

Led by Senator Patty Murray (D-WA), ranking member of the Senate Health, Education, Labor, and Pensions (HELP) Committee, 34 Senators sent a letter to Secretary DeVos citing major concerns with steps the U.S. Department of Education has taken under her leadership to diminish civil rights enforcement for students across the country. The Senators highlight a number of alarming steps Secretary DeVos has taken, including hosting events with anti-LGBTQ hate groups, proposing to slash the budget of the Office for Civil Rights (OCR), and scaling back OCR's civil rights enforcements, among others.

"Your testimony in front of Congress, your continued association with groups with records of supporting discrimination, and two memos written by the Acting Assistant Secretary for Civil Rights, have reemphasized longstanding concerns about your dedication to the idea that all students, no matter their race, religion, disability, country of origin, sex, sexual orientation, or gender identity, have a right to receive an education free from discrimination," wrote the Senators.

Due to the disturbing actions of the U.S. Department of Education and other agencies, the U.S. Commission on Civil Rights has [opened a multi-agency investigation](#) into whether the Trump Administration's proposed budgets, staffing cuts, and policy priorities have increased the risk of discrimination.

The full text of the letter is below and a PDF can be found [here](#).

Senator Hirono Introduces Legislation to Promote Title IX, Gender Equity in Education Bill

(Courtesy of Hirono, U.S. Senate)

Senator Mazie K. Hirono recently introduced the Patsy T. Mink Gender Equity in Education Act (GEEA) (S.1421), which provides additional resources for schools, school districts, states, and institutions of higher education to fully implement the Patsy Mink Equal Opportunity in Education Act (commonly referred to as "Title IX"). Senator Hirono's bill marks the 45th anniversary of Title IX, which was signed into law on June 23, 1972.

"Since it was enacted in 1972, the Patsy Mink Equal Opportunity in Education Act, or "Title IX", has transformed the educational landscape in our country solidifying that sex-based discrimination has no place in our schools," said Senator Hirono. "Forty-five years later, Title IX has opened doors for women and girls, and created the same opportunities for all students to learn. However, more work remains. This legislation further builds on Patsy's legacy by providing additional resources to carry out Title IX's mandate in education."

Title IX is a federal law that prohibits gender-based discrimination in federally supported education programs and activities. GEEA would provide resources, training, and technical assistance to fully implement Title IX and reduce and prevent sex discrimination in all areas of education, by:

- Establishing an Office of Gender Equity in the U.S. Department of Education to coordinate activities within the Department and among other federal agencies;
- Combating discrimination, harassment, bias, and violence based on sexual orientation, gender, gender identity, pregnancy, childbirth, and related medical conditions;
- Supporting Title IX coordinators with annual training;
- Providing competitive grants to K-12 schools, institutions of higher education, local educational agencies, or states as the primary applicants, with the option to partner with organizations with relevant expertise;
- Including evaluation and assessment of how applicants improve on indicators of gender equity; and
- Disseminating resources and best practices nationwide.

The Patsy Mink Gender Equity in Education Act is cosponsored by Senators Tammy Baldwin (D-Wis.), Richard Blumenthal (D-Conn.), Maria Cantwell (D-Wash.), Kirsten Gillibrand (D-N.Y.), Ed Markey (D-Mass.), Jeff Merkley (D-Ore.), Brian Schatz (D-Hawaii), and Jeanne Shaheen (D-N.H.).

The bill is supported by the American Association of University Women (AAUW), Human Rights Campaign (HRC), National Alliance for Partnerships in Equity, National Women's Law Center, Society of Women Engineers, Clearinghouse on Women's Issues, Feminist Majority Foundation, Girls, Inc., National Organization for Women, National Women's Political Caucus, and Stop Sexual Assault in Schools.

"The Patsy T. Mink Gender Equity in Education Act of 2017 provides critical resources, training, and technical assistance to support gender equity work in schools," said Anne Hedgepeth, interim vice president of government relations and public policy at AAUW. "By providing Title IX coordinators with the proper resources, training, independence, and authority to fully execute their responsibilities, we are taking the necessary steps to ensuring all students have equal access to education."

"The Gender Equity in Education Act is an important bill to help ensure protections for all students against discrimination in public schools," said David Stacy, HRC Director of Government Affairs. "The bill provides additional training and resources to educators that would especially benefit LGBTQ youth who disproportionately experience harassment and violence in schools. All students deserve to be treated equally and have a fair chance to learn without fear of discrimination. We thank Senator Hirono for her leadership in reintroducing this important bill and will continue to work with Congress to root out all forms of discrimination in our schools."

"Mahalo to Senator Hirono for carrying on Patsy Mink's mantle of fighting discrimination in our education systems," said Rosemary Scavuzzo, AAUW-Hawaii co-president. "AAUW-Hawaii has been on the front lines supporting gender equity in Hawaii schools and we know firsthand that Hawaii DOE needs additional resources in order to ensure Title IX coordinators know the full scope of their jobs. This legislation is a necessary step in making sure those resources get into the right hands and that our students' access to education is not obstructed."

Senator Hirono continues to support efforts that promote opportunities through equity in education. Earlier this week she was proud to cosponsor a resolution (S.Res.201) introduced by Senator Patty Murray (D-Wash.) recognizing the importance of Title IX in improving educational

opportunities for women and girls, and working toward the elimination sex discrimination in education, including for LGBTQ and pregnant or parenting students.

Administration

Trump Administration Signs Executive Order on Apprenticeships

(Courtesy of The Hill)

President Trump signed an executive order Thursday, June 15, 2017 designed to expand apprenticeships to train people for millions of unfilled jobs. The measure directs the Labor Department to draft new rules allowing companies, industry groups and unions to create and certify their own programs, which would then be approved by the department.

An administration official said the “streamlined” structure would foster more “flexible” programs that fit the needs of businesses. The White House estimates there are 6 million vacant jobs that companies cannot fill due to a lack of skilled workers. Trump will sign the measure during a ceremony in the Roosevelt Room of the White House. The president was set to sign the directive on Wednesday after a speech at the Labor Department, but the event was scrapped due to the shooting at a congressional baseball practice.

The order doubles funding for apprenticeship grants to \$200 million by pulling money allotted for existing job-training programs.

The official said new Labor Department grants could be used to grow apprenticeship programs in community colleges and high schools and expand them to industries beyond the trades, such as agriculture and engineering. It calls on the federal government to review 43 existing workforce development programs spanning 13 agencies to make them “more accountable and effective,” the official said. As a result of that process, some programs may be consolidated or eliminated.

The Trump administration would also form a task force of representatives from industry groups, unions and corporations that would recommend other ways the government could help expand apprenticeships. And it calls on Congress to allow student loans to apply to technical college education or on the job training.

The White House has sought to make workforce development the focus of its message in recent days.

Trump recently traveled to Wisconsin with his daughter Ivanka, who is spearheading the effort, to tour Waukesha County Technical College and hold a roundtable on what Trump called “earn while you learn” apprenticeships and training programs.

But that push has been overshadowed by developments in the Russia probe, including the revelation Trump is being investigated for possible obstruction of justice, as well as Wednesday’s shooting at a GOP congressional baseball practice.

Critics have said Trump isn’t putting his money where his mouth is, pointing out his budget calls for deep cuts to the Labor Department that includes a \$168 million cut in career and technical education grants to states.

The new apprenticeship approval structure could also come under criticism for reducing the level of oversight and input the Labor Department has in apprenticeship programs.

Civil and Human Rights Coalition Opposes Trump's Nomination of Eric Dreiband for Assistant Attorney General for Civil Rights

(Courtesy of the Leadership Conference on Civil and Human Rights)

Vanita Gupta, president and CEO of The Leadership Conference on Civil and Human Rights, issued the following statement on President Trump's nomination of Eric S. Dreiband to be the Assistant Attorney General for Civil Rights at the Department of Justice. Gupta previously served as the head of the Civil Rights Division at the Department of Justice:

"I had the honor and privilege of running the Civil Rights Division at a time when civil rights issues were at the front and center for the country. Whoever leads the 'crown jewel' of the Justice Department must have deep relationships with stakeholders and marginalized communities, and have a deep, abiding faith in our nation's civil rights laws. They must respect the laws that touch everyone, rights that people have literally died for. They must respect the role of what has been called the conscience of the federal government. In all those regards, Eric Dreiband is woefully unqualified to lead the Civil Rights Division.

Now, more than ever, the leader of the Civil Rights Division must uphold its mission. This is an administration that has shown an open hostility to, and a demonstrated record of, undermining our nation's core civil rights. We need a leader who will take the lessons of previous administrations and reject the politicization of the division. We need a leader who will be fair and yet aggressive about protecting civil rights, and can bring together faith, business, and law enforcement communities in pursuit of that goal. Dreiband does not have the qualities needed to lead.

Dreiband has devoted the vast majority of his career to defending corporations accused of employment discrimination. He has opposed important legislation to safeguard our civil rights. And he has no known experience in most of the Civil Rights Division's core issue areas, such as voting rights, police reform, housing, education, and hate crimes. He is the wrong person for the job.

Although Mr. Dreiband worked briefly many years ago as a Bush administration official supervising affirmative litigation, he has spent 17 years defending employers charged with discrimination. But he isn't your garden variety employment defense lawyer. He has made a name for himself as one of corporate America's go-to lawyers in an effort to restrict the rights and remedies for discrimination victims. He testified against legislation to reverse the Supreme Court's infamous *Ledbetter* decision that allowed for pay discrimination against women, and against legislation to reverse a Supreme Court case that was a severe setback for age discrimination victims. He criticized the Obama EEOC's litigation priorities, including its important 'ban-the-box' guidance, which promotes fair chance hiring by removing the conviction history checkbox from job applications. In recent years, he also filed lawsuits challenging the Affordable Care Act's provisions that require employers to extend reproductive health care benefits to women employees.

This year marks the 60th anniversary of the Civil Rights Division. The American people deserve a leader of the Civil Rights Division who will embrace its historic mission and fight for the civil rights of all Americans. Eric Dreiband is not that person and The Leadership Conference calls on the Senate to reject his nomination."

Note: In February, 129 civil rights groups sent a letter to Attorney General Jeff Sessions outlining the importance of the U.S. Department of Justice's Civil Rights Division and the necessary qualities of the individual who should lead that office. That letter is available [here](#).

Secretary DeVos Releases Progress Report about U.S. ED's Efforts to Eliminate Regulations

(Courtesy of U.S. Department of Education)

Education Secretary Betsy DeVos has released a progress report about the department's efforts to eliminate unnecessary regulations. The progress report shows that the department is evaluating 150 regulations and 1,677 pieces of policy guidance. CFR 104, CFR 106, Students with Disabilities, Title VI (of the Civil Rights Act (Race, Color, National Origin), Migrant Education, Title I, TRIO and 21st Century g Request for comments has been published in the Federal Register in accordance with Executive Order 13777: "Enforcing the Regulatory Reform Agenda," the Department of Education (Department) is seeking input on regulations that may be appropriate for repeal, replacement, or modification.

Grants, Indian Education Grants, several areas of OELA are over, and Title IX are on the list for evaluation. To access the full text of the Proposed Rules on the Evaluation of Existing Regulation, click on [PDF](#) link here.

Trump Administration's Ongoing Assault on Civil Rights Enforcement Will Allow Systemic Discrimination to Go Unchecked

(Courtesy of the National Women's Law Center)

According to news reports, the Trump Administration is curtailing civil rights enforcement by the Department of Education and the Department of Justice. Candice Jackson, Acting Assistant Secretary for Civil Rights at the Department of Education, sent a memo to the Office for Civil Rights' regional directors instructing them to use a new and narrower approach when deciding the scope of investigations into civil rights complaints, particularly as they relate to sexual violence and discriminatory discipline. The Office of Civil Rights (OCR) also issued new instructions on how to handle complaints involving transgender students that are confusing and seem to focus on reasons to dismiss complaints instead of enforcing individuals' rights. News reports also indicate that the Department of Justice has instructed attorneys in the Civil Rights Division to avoid the use of consent decrees in resolving cases, which ensure ongoing judicial oversight of resolutions of systemic discrimination. These changes are part of a larger rollback of civil rights by the Trump Administration, including its proposal to eliminate the Office of Federal Contract Compliance Programs at the Department of Labor, which handles discrimination complaints.

The following is a statement by NWLC President-elect Fatima Goss Graves:

"The Trump administration's narrower approach to investigating and resolving civil rights complaints is shortsighted and dangerous. It ignores the reality that discrimination is inherently systemic and rarely an isolated event. Restricting OCR's review process to only narrow allegations in a complaint will allow systemic problems to thrive undercover and threaten student safety. This is just the latest in Jeff Session's and Betsy DeVos' assault on civil rights. It's especially shameful that the Department of Education's policy change will disproportionately hurt survivors of sexual violence, transgender students, and communities of color—especially Black and Native American children who are subject to discriminatory discipline and those who have experienced generational discrimination. These actions will leave our schools less safe and our society less just."

OTHER NEWS

Two Words That Barely Appear in State ESSA Plans: “Common Core”

(Courtesy of Alyson Klein/Education Week)

The Common Core State Standards are [alive and well and on the books in thirty-six states and the District of Columbia](#). But you'd basically never know it from reading states' new plans to [implement the Every Student Succeeds Act](#).

There's barely a whisper about the standards in the seventeen ESSA plans that have been turned in so far, as a recent Education Week review found. That's true even though all but two of the states who have turned in their plans are using the standards.

Of the states still using the common core, eight—Arizona, Connecticut, Delaware, Illinois, Louisiana, Maine, Massachusetts, and North Dakota—only mention the standards once in their applications, or not at all. And Michigan's application has the words “common core” three times, but only to talk about all the negative comments it has received about the standards. So that doesn't really count.

And even the states that do talk about the common core don't do it at great length. Common core comes up most often in the District of Columbia's application, which mentions the standards just six times.

That's a big contrast from the last round of state accountability plans—applications for the Obama administration's waivers from the No Child Left Behind Act—which were chock full of common core references.

To be sure, states weren't asked to go into detail about their standards in their ESSA applications. The new law requires states to set standards that get kids ready for college and/or the workforce, but the feds don't have any say in what those standards are.

After the Obama administration boosted the common core in a couple of ways, the lawmakers who wrote ESSA tried to prevent that from happening again. The law prohibits the secretary from linking the adoption of a particular set of standards to money or flexibility.

Common core “draws attention whether it's the left or the right,” said Robert Scott, Texas' former state chief and a common-core skeptic. “It's not going to be something that goes away anytime soon. The moms out there are not giving up this issue.”

When regional centers in the Lone Star State used the words “common core” it “drew scrutiny” he said, even though Texas had banned the standards.

Terry Holliday, the former state chief in Kentucky, had a different take.

“States weren't required to provide the Department with specific information about their standards in their consolidated state plans. For states that didn't, this was a missed opportunity to share information with their communities,” Holliday said in an email. “In the last few years, a number of states have gone through normal reviews of their standards and, in many cases, revised and rebranded them. However, all of the states that submitted plans have college- and career-ready standards that are either identical to or aligned with the Common Core State Standards, regardless of what they are called.”

Resources

Opportunities for Connecting Secondary Career and Technical Education (CTE) Students and Apprenticeship Programs

(Courtesy of Advance CTE)

Advance CTE recently released a new report to help state and local leaders begin to understand the ways in which they can expand access to apprenticeships for high school students, and better connect CTE and apprenticeship systems. Commissioned by the U.S. Department of Education and prepared by Advance CTE with support from Jobs for the Future, Vivayic and RTI, the report explores eight case studies of aligned CTE-apprenticeship programs, which Advance CTE and its partners visited last year to see how they were providing opportunities for high school students to engage directly in pre-apprenticeships, youth apprenticeships and/or registered apprenticeships.



The eight sites visited serve students in manufacturing, hospitality and tourism, and architecture and construction and include:

- Apprenticeship Catawba, Hickory, North Carolina
- Charleston Youth Apprenticeship, Charleston, South Carolina
- Bayless Floor Layers Middle Apprenticeship Program, St. Louis, Missouri
- Edward J. Malloy Initiative for Construction Skills, New York City, New York
- Green Academy at Salinas High School, Salinas, California
- Puget Sound Skills Center Construction Technology Program, Seattle, Washington
- Tech Ready Apprentices for Career in Kentucky - Dr. Schneider Automotive Systems, Russel Springs, Kentucky
- Upper Valley Career Center School-to-Apprenticeship, Piqua, Ohio

While the eight sites differ in structure, intensity and the state policy environment, there are common lessons learned that apply to any state and local leader looking to build such programs in their own communities. The report outlines key takeaways and recommendations for:

- Program design,
- Program effectiveness,
- Student-parent engagement and communications,
- Financing, and
- Equity and access.

In addition to the report, OCTAE also commissioned supportive resources to help state and local leaders turn this research into action, including two recently-released videos on [Expanding Opportunities: Aligning CTE and Apprenticeship](#) and [Elements of CTE and Apprenticeship Alignment](#). Later this summer, OCTAE will be releasing a planning guide, templates and mini-guides to bring all the key partners to the table.