

The Wednesday Reader

April 16, 2014

NASDCTEc Legislative Update: House Appropriators Question Administration's FY15 Priorities, New Proposals on Perkins Emerge

The following is an update from the National Association of State Directors of Career Technical Education Consortium released Friday, April 11, 2014 regarding Perkins and other CTE-related federal legislation and congressional actions.

On Tuesday, Secretary of Education Arne Duncan testified before the House Labor, Health and Human Services and Education Appropriations Subcommittee regarding the Obama Administration's FY 2015 budget request for education. As we [shared](#) previously, the Administration [requested](#) \$1.117 billion for the Carl D. Perkins Career and Technical Education Act's (Perkins) basic state grant program—a figure that would maintain the same level of funding as in FY 2014, but would keep the program below pre-sequestration levels. The request also proposed to use a portion of these funds for a competitive "innovation fund" similar to what the Administration has previously proposed in its 2012 [Blueprint](#) for Career Technical Education (CTE).

During the subcommittee hearing, members from both parties strongly questioned these aspects of the budget request, asked why additional funds were not requested for the Perkins Act and voiced strong opposition to the Administration's other proposals for new competitively funded programs.

"The concern is that these proposals would be made at the expense of meeting our current obligations," Rep. Lucille Roybal-Allard (D-CA) said. The ranking Democrat on the subcommittee, Rep. Rosa DeLauro (D-CT), echoed these sentiments and emphasized the importance of the overall federal investment in education. The full hearing and testimony transcripts can be found [here](#).

Rep. Martha Roby (R-AL) questioned the Secretary further on these issues asking, "Why does the Administration continue to propose competitive grants that only benefit a few students rather than investing in proven programs like CTE that help to further the goal of career readiness for all students?"

Secretary Duncan did point out that 89% of the funds from his department actually go to formula programs and that the Administration on the whole has invested heavily in CTE via alternative funding streams such as the [Youth CareerConnect](#) program.

However, there was genuine skepticism from many of the members present for how these proposals would negatively impact the ability of students to equitably access CTE programs throughout the country. As Rep. Roby pointed out, "We have yet to fulfill our commitment to fully fund existing formula-driven programs."

To that end, members of Congress on and off the subcommittee have been hard at work over the past several weeks to push for additional investments for the Perkins Act ahead of the Congressional FY 2015 appropriations process. Two Dear Colleague letters, one in the [House](#) and the other in the [Senate](#), were supported on a bipartisan basis by 93 Representatives and 25 Senators respectively, calling for a restoration of the Perkins Act basic state grant program to pre-sequester levels.

NASDCTEc encourages its members and those in the CTE community to reach out to all of the lawmakers who supported these efforts and thank them for their strong support for the Perkins Act and CTE. Special recognition must go to Sens. Blumenthal (D-CT), Kaine (D-VA), Baldwin (D-WI) and also Reps. Thompson (R-PA) and Langevin (D-RI) who lead these efforts in both Chambers.

Don't know how to get in touch with Congress? Find out [here](#)!

Perkins Amendment Introduced in the House

Earlier this week Reps. Joe Kennedy III (D-MA), Adam Kinzinger (R-IL), Rodney Davis (R-IL) and Jared Polis (D-CO) introduced the "[Perkins Modernization Act of 2014](#)," which seeks to more closely align CTE programs with labor market needs. Specifically it would substitute all references to "high skill, high wage, or high demand occupations in current or emerging professions," currently found in the Perkins Act and substitute them with "employment in current or emerging in-demand industry sectors or occupations." A definition for an "in-demand industry sector or occupation" is also proposed, which would be informed to a greater extent by labor market information culled from various sources at the local, state and national levels.

As the House Committee on Education and the Workforce (HEW) along with the Senate Committee on Health, Education, Labor and Pensions (HELP) continue to work to reauthorize the Perkins Act, it is important to note that the above proposal is not a comprehensive reauthorization bill. Instead the Perkins Modernization Act introduces into the reauthorization discussion an issue important to these members of Congress. NASDCTEc appreciates Reps. Kennedy, Kinzinger, Davis, and Polis' recognition that CTE programs are crucial components to the nation's economic competitiveness and agrees that a greater availability and use of labor market information is needed to ensure that CTE programs prepare students for success in the workforce.

NASDCTEc looks forward to working constructively with Congress to thoughtfully reauthorize the Perkins Act and to ensure that programs are empowering students with the necessary skills and knowledge demanded by today's employers and affording graduates the opportunity to secure family-sustaining wages.

House Education and the Workforce Committee Moves on ESRA

The House Education and the Workforce Committee (HEW) moved forward on the Strengthening Education through Research Act (H.R. 4366). This bill, introduced by Representatives Todd Rokita (R-IN) and Carolyn McCarthy (D-NY), reauthorizes the Education Sciences Reform Act (ESRA). Currently, ESRA supports educational research programs such as the National Center for Education Statistics (NCES), NAEP exams, and state longitudinal data systems. "Quality education research is critical to successful schools," Rep. Rokita said upon the Committee's approval of the bill by voice vote.

A particularly promising aspect of the bill would amend the authorization for state longitudinal data system grants to encourage the alignment of data across K-12, postsecondary and workforce programs. This would greatly support efforts to report on post-program employment outcomes for CTE graduates. Moreover, H.R. 4366 emphasizes the importance of using data effectively and lays out a more thoughtful approach to its use. The Workforce Data Quality Campaign, of which NASDCTEc is a national partner, [supported](#) this bill. The text of the bill, fact sheets, and other useful information can be found [here](#).

Senators Introduce Bipartisan Apprenticeship Bill

On Wednesday Sens. Cory Booker (D-NJ) and Tim Scott (R-SC) introduced the Leveraging and Energizing America's Apprenticeship Programs (LEAP) Act, a bill that incentivizes employers to increase the number of apprenticeships available to young people. Specifically the LEAP Act would grant companies a \$1,500 tax credit for hiring new registered apprentices under the age of 25. A \$1,000 tax credit would also be offered to employers hiring apprentices older than 25 years of age. The bill would also incent the expansion of existing apprenticeship programs

The Workforce Investment Act

Both Chambers of Congress have continued discussions on the Workforce Investment Act (WIA) this week. According to recent [reports](#), the Chairman of the Senate HELP Committee, Tom Harkin (D-IA) and Chairman of the House HEW Committee, John Kline (R-MN), have publicly stated that they have "resolved nearly all differences" and hope to complete the legislation when Congress returns from recess in late April.

"The likelihood is that the staff will be able to hammer out what is left while we are gone," Chairman Kline said. "Hopefully, by the time we come back, we'll have it all put together," Chairman Harkin was reported as saying.

There has also been speculation that the reauthorization of WIA could possibly be attached to Congress' consideration of extending unemployment insurance benefits. NASDCTEc will monitor this process as it evolves and will continue to work with policymakers to ensure that a thoughtful reauthorization of the law emerges from these negotiations.

Videos Can Assist in Teaching Personal Finance

Many students learn better when information is presented in multiple formats. Use these short videos (<http://www.econedlink.org/virtual-economics/?topic=Personal+Finance+Economics>) from the Council for Economic Education, which explain key personal finance concepts. Included with each video is a 5-question quiz that checks students' understanding either before or after watching the video.

Don't have time to scour the Internet for financial literacy lessons this month? [EconEdLink](#) has done the work for you. Visit the website for personal finance lessons (<http://www.econedlink.org/personalfinance/>) for all grade levels. You can also search by key concept or state standard.

Looking for Some New Tools for Teaching Presentations? Try One or More of These . . .

[Empressr](#) (www.empressr.com) is a Web service for creating and sharing high-quality online slide presentations—with a couple of features differentiating it from its competitors. First, Empressr gives you the option of embedding video from multiple sources into your slide show. Next is the editor feature, which allows users to draw, create, or edit images inside their slides. www.empressr.com

[Slide Rocket](#) (www.sliderocket.com) is similar to Empressr, with some very nice features such as 3-D transitions and a collaboration feature that enables other users to co-create presentations. Slide Rocket makes it easy to include video, images, or third party plug-ins. There's also an option to sign in with a Google Account, which is why Slide Rocket has become fairly popular in schools that use Google Apps.

[Google Slides](#) (www.docs.google.com), which in the last year has expanded its theme options. Like Google Docs, Google Slides is a collaborative tool that can be used to create a presentation as part of a group project.

[Penultimate](#) (www.penultimate.com), a free iPad app, allows you to use a stylus to handwrite and draw in digital notebooks. Students can drag and drop pages into any order at any time during the outlining process. For the student who likes the long-hand approach, Penultimate is a nice blending of analog and digital processes.

A free, beautifully designed application, [Haiku Deck](#) (www.haikudeck.com) is the best presentation tool currently available for the iPad. Haiku Deck helps you find Creative Commons licensed images for your presentations. Each time you add a slide to your set, the application provides an image search button alongside it. Enter a search term and Haiku Deck will suggest high resolution images for you to use. You can also upload your own images from your iPad or import them from Instagram and Facebook.

Recognize Your Students--Establish Your Own National Business Honor Society Chapter

Want to give your students nationwide recognition for their achievements in your business education program? Start a chapter of the [National Business Honor Society](#).

This is a way to enhance an interest in the study of business and is an opportunity to increase visibility of the business curriculum.

Students are eligible if they meet the following criteria:

- must be a high school junior or senior
- must have completed or be currently enrolled in his/her third business education course
- must have an overall 3.5 GPA (on a 4.0 scale)
- must have a 3.5 GPA in business courses (on a 4.0 scale)

Visit <http://www.nbea.org/newsite/about/NBHS.html> for more information and to obtain a chapter start-up kit.

Interested in a Summer MCIS Bootcamp? Complete the MCIS Bootcamp Survey

The [Montana Career Resource Network \(MCRN\)](#) is considering whether or not to offer a [Montana Career Information System \(MCIS\)](#) Bootcamp this summer.

Please take this brief survey letting MCRN know if you would attend an MCIS Bootcamp if offered. [MCIS Bootcamp Survey](#).

2014 MIET Registration Now Open – Check Out the Schedule & Register Today

The 11th annual [Montana Institute on Educational Technology \(MIET\)](#) is coming this June 16-20, 2014 to Great Falls College MSU. Registration opened Monday, April 14, with discounted fees for early-bird registration until May 16. For fees and registration information, please visit the MIET 2014 website at http://outreach.gfcmsu.edu/MIET_web/Registration.html.

Special Early Bird Registration Offer - \$185/week (5 days; MON-Fri) or \$55/day! For registrations received by May 16, 2014 *ONLY*. This does not include the lunch fee of \$35 (for five days), or \$7 per day for four or fewer days. *You must select the lunch option and pay the extra fee at the time of registration.*

The complete 2014 MIET catalog with descriptions is currently available on the website at http://outreach.gfcmsu.edu/MIET_web/index.html.

Perkins 'Intent to Apply' AND State VoEd Application Due Monday, April 21

The Office of Public Instruction has again combined both the federal Carl D. Perkins 'Intent to Apply' AND the state CTE/State VoEd Funding Application for school districts' convenience. You can apply for one or both funding programs using this one electronic form. This is an application the district's Authorized Representatives (AR) complete, not individual teachers; ARs are typically the district superintendent or someone given authority by the district regarding money.

The online link to access the complete the combined federal and state funding application is now available and listed below. It is also available on the *Secondary CTE* webpage of the OPI website inside the *Perkins Federal Funding* tab.

Authorized Representatives of Local Education Agencies (LEAs) will use the online link to access and complete the brief Perkins 'Intent to Apply' electronic form and the State CTE/State VoEd funding application for the

2014-2015 E-Grants cycle. All public high schools and K-12 districts with qualifying Career and Technical Education (CTE) programs are eligible to apply for funding. Elementary districts are not eligible for Perkins or State CTE/State VoEd monies. Districts will NOT receive a 2014-2015 Perkins allocation unless this electronic form is completed and submitted online at the OPI on or before the deadline. These designations are binding and cannot be changed once allocations have been downloaded into the E-Grants system.

The online link is located here: <http://www.keysurvey.com/f/343718/10f4/>

The combined Perkins *'Intent to Apply'* AND State CTE/State VoEd funding application is DUE to the OPI on or before April 21, 2014.

If you have questions, please contact Diana Fiedler, Perkins Accountability Specialist, at dfiedler@mt.gov or by phone at 406.444.9019.

CTE Concentrators for SY 2013-2014 for Perkins-Funding Related Reporting Due April 30

The Career and Technical Education (CTE) Spring Data Collection began March 1, 2014, and ends April 30, 2014. This AIM collection asks schools to identify all 12th grade high school students who were enrolled at any point during the current 2013-2014 school year who meet the definition of a CTE Concentrator.

CTE Concentrators are 12th graders who have earned three (3) or more credits in any CTE program in any combination during their years of high school. Currently enrolled courses count towards credits earned. CTE Concentrators must have the 'Concentrator' box checked and an 'Area of Concentration' entered into the AIM/Infinite Campus data system. If the student has a child or shares the parenting of a child, the 'Single Parent' box should also be marked.

High schools who receive funding from the Carl D. Perkins federal grant program must complete this Spring Data Collection.

Instructions for completing the CTE Spring Data Collection can be found on the AIM webpage as well as inside the 'Data Collections' tab on the Secondary CTE webpage located here:

http://opi.mt.gov/programs/CTAE/CTE.html#gpm1_6

Questions regarding this data collection should be directed to the AIM Helpdesk at 1-877-424-6681 or email opiainhelp@mt.gov. Questions regarding CTE programs and/or the Carl D. Perkins federal grant program should be directed to Diana Fiedler.

For more information, contact [Diana Fiedler, Accountability Specialist](#), 406.444.9019.

Fun Facts and Trivia

Clark Canyon Dam is constructed at the head of the Beaverhead River, 20 miles south of Dillon.

Construction of earth-filled Clark Canyon Dame began in 1961 and was completed in 1964 and has a height of 147.5 feet and a crest length of 2950 feet.

Clark Canyon Reservoir has 17 miles of shoreline.

Clark Canyon Reservoir is the site of Camp Fortunate, one of the more significant spots along the Lewis and Clark Trail.

It was at Camp Fortunate that the Lewis and Clark expedition met the Lemhi Shoshoni Tribe, and cached their canoes and a stash of supplies for the return trip.

Camp Fortunate is where Sacagawea was reunited with her people.

Issues of the Wednesday Reader are archived on the Montana Business Education Association (MBEA) website at www.mbea.info. The Wednesday Readers are under the Newsletter section and listed most-recent first.

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