

# News & Notes

Congress has taken up reauthorization of the Perkins Career and Technical Education Act for the first time in nearly 10 years. Senate and House committees were drafting companion bills in April that they may consider this spring. If they do, the full Senate and House may consider CTE legislation before the August recess. Given CTE's bipartisan and bicameral popularity, there is a small chance the law could pass this year. In a letter to HELP Committee chairs Lamar Alexander and Patty Murray, NASBE called for increased student access to quality CTE programs, better integration of CTE with core academic subjects, more dual and concurrent enrollment programs, expanded business-industry links, and better development for CTE educators.

As part of the fiscal 2017 appropriations process, Congress began this spring to debate funding levels for new programs authorized under the Every Student Succeeds Act (ESSA). In early 2016, House and Senate committees heard testimony from Education Secretary John King and Health and Human Services Secretary Sylvia Mathews Burwell about the administration's priority education and early learning programs. Final action on 2017

appropriations is not likely until after the election. In the meantime, NASBE has sent a letter outlining suggested spending levels for key programs. NASBE is also working closely with allied groups to ensure Congress provides sufficient funding for Title I, Title II, the Preschool Development Grants program, and the new Title IV program, Student Support and Academic Enrichment Grant.

ESSA gives state boards new chances to assess and align policies to improve student learning and attainment. NASBE recently released a series of policy updates on how to do just that. NASBE's Standards-Based Leadership Framework comprises six components: student and educator expectations, curriculum design, educational materials, measures of effectiveness, accountability, and professional development. The reports stress that all strategic planning and decision making must link learning standards with related policies in these areas and that there should be coherence across the six areas as well.

A new analysis by NASBE Executive Director Kris Amundson and Gene Wilhoit, executive director for the Center

for Innovation in Education, shows that state boards of education have primary authority for choosing their state summative assessment in 32 states. In 45, they adopt the learning standards on which the assessment should be aligned. Noting that states will be making assessment decisions between now and fall 2017, when ESSA takes effect, they offer nine questions state boards should first ask about assessment.

[http://www.nasbe.org/wp-content/uploads/Amundhoit\\_Consent-Agenda-Final.pdf](http://www.nasbe.org/wp-content/uploads/Amundhoit_Consent-Agenda-Final.pdf)

A new NASBE report, *Policymaking on Education Data Privacy: Lessons Learned*, tracks the evolution of state boards' authority to issue rules and guidance on student data privacy and offers seven lessons for how to best use this authority (see map). In addition to their increasing legal authority, board members can use their open meetings to push for improved transparency, training, and reviews of draft legislation to ensure that privacy laws thoughtfully protect students but do not obstruct student learning and success.

[http://www.nasbe.org/wp-content/uploads/Vance\\_Lessons-Learned-Final.pdf](http://www.nasbe.org/wp-content/uploads/Vance_Lessons-Learned-Final.pdf)

## Student Data Privacy Bills in 2016 (as of April 19).

