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REVIVING OUR ECONOMY: HOW CAREER AND TECHNICAL EDUCATION CAN STRENGTHEN THE WORKFORCE

HEARING

BEFORE THE

COMMITTEE ON EDUCATION
AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES

ONE HUNDRED THIRTEENTH CONGRESS

SECOND SESSION

HEARING HELD IN LAS VEGAS, NEVADA, MARCH 18, 2014

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Reviving Our Economy: How Career and Technical Education Can Strengthen the Workforce

Tuesday, March 18, 2014
House of Representatives
Committee on Education and the Workforce
Washington, D.C.

The committee met, pursuant to call, at 1:00 p.m., at the Southwest Career and Technical Academy, Coyote Ballroom, 7050 West Shelburne Avenue, Las Vegas, Nevada, John Kline [chairman of the committee] presiding.

Present: Representatives Kline, Heck, Scott, and Hinojosa.

Also present: Representatives Titus and Horsford.

Staff Present: Janelle Belland, Coalitions and Member Services Coordinator; Marvin Kaplan, Workforce Policy Counsel; Rosemary Lahasky, Professional Staff Member; Dan Shorts, Legislative Assistant; Alex Sollberger, Communications Director; Jacque Chevelier, Minority Education Policy Advisor; and Brian Kennedy, Minority Senior Counsel.

Chairman KLINE. A quorum being present, the committee will come to order. Good morning. Welcome. I am glad to be here in Nevada's 3rd District with my good friend and colleague, Joe Heck. Joe, thanks for letting us come visit.

Mr. HECK. Thank you.

Chairman KLINE. Thank you to Southwest Career and Technical Academy for hosting our field hearing and to our guests and witnesses for joining us today. We are here to discuss ways schools, States, and the Federal government can work together to strengthen career and technical education and help more Americans gain valuable job skills.

Our economy faces many challenges. Millions remain out of work, and the labor participation rate has declined to 30-year lows. Here in the Silver State, families struggle with 8.8 percent unemployment, one of the highest unemployment rates in the country. I think we determined this morning it is second.

Voice. Second.

Chairman KLINE. Unemployment among young people ages 16 to 19 is even higher at 29 percent. We need to do more to help these families rebuild and recover from the lingering effects of the recession. One of the House Education and Workforce Committee's priorities for the 113th Congress has been strengthening the Nation's network of job training services. Last year, the House approved the Supporting Knowledge and Investing in Lifelong Skills Act, legisla-

tion that revamped the Federal workforce development system and helped more workers learn in-demand skills.

The committee is now examining career and technical education, or CTE, in preparation for the upcoming reauthorization of the Perkins Act. As you may know, the Perkins Act provides Federal funding and supports States to support CTE programs that allow high school and community college students to access valuable training programs and hands-on experience necessary to gain an edge in the local workforce.

There are a number of great CTE schools in Nevada, and we are fortunate to be holding today's field hearing at one of the best. The Southwest Career and Technical Academy is renowned for its rigorous coursework and hands-on training in a number of fields, including nursing, culinary arts, automotive technology, and web design, just to name a few. I believe my colleagues and I have the opportunity after the hearing to take a tour of the school, and I look forward to meeting with students, visiting the classrooms, and seeing firsthand the quality training available here at the academy.

As the committee works to strengthen career and technical education, it is important that we hear from students, educators, and State and local leaders in the business and education communities about the challenges and opportunities facing CTE programs. Your feedback helps inform and strengthen our work in Washington, and we are grateful for your participation and your input.

Once again, I would like to thank our witnesses for joining us today and helping us have a productive conversation on this important issue.

I would like now to yield to Mr. Heck for his opening remarks.

Mr. HECK. Well, thank you, Chairman Kline, and welcome to Las Vegas and to Southwest Career Technical Academy. And I also want to thank Mr. Scott and Mr. Hinojosa for participating today. Of course I want to thank the committee staff for all the hard work that goes into putting on a field hearing, and of course our hosts here at Southwest Career Technical Academy, I think one of the shining stars of the Clark County School District.

You know, I recently visited Southwest a few months back after meeting with some of the DECA students from Southwest in Washington, D.C. And I was so impressed by them, I said, you know what, when I am back in the district, I am going to have to come and check out your school. So next time I was back in the district we came for a tour, and it was just incredible to see the amount of energy that was harnessed here amongst the students in participating in CTE education.

They are eager to do well and graduate. They are eager to learn skills they know are in demand right now, and they are eager to take those skills into the working world or onto college. I am sure all of those who may stick around to take the tour after the hearing will be duly impressed by the incredible facilities that are present here at Southwest Career and Technical Academy.

And I want to point out that Southwest is just one of a number of highly successful schools in the Clark County School District offering students educational opportunities in fields ranging from computer science, to information technology, to law enforcement, and nursing. In fact, Clark County School District has over 25

magnet schools and career technical academies dedicated to providing students a variety of pathways leading to both careers and higher education. Seventeen of these schools, including Southwest, was recently recognized as either a School of Excellence or a School of Distinction by the National Organization of Magnet Schools of America.

During the 2012 school year, nearly 40,000 students in the Clark County School District were enrolled in career and technical education courses, representing 44 percent of the high school population. They have demonstrated themselves to be high performing and highly motivated. They are engaged, and they very much want to be prepared to be college or career ready upon their graduation.

CTE programs prepare students for critically important careers in public service. Communities need individuals well-schooled in these programs, especially here in southern Nevada. Finally, career and technical education extends all these opportunities to those who have been disproportionately affected by the recession and the slow pace of our economic recovery. Sixty-one percent of CTE students in the Clark County School District are minority students. Clearly career and technical education academies are critically important now more than ever, and our students strive to be part of them.

You know, the reason why I also wanted to have this field hearing here, and I appreciate the chairman's indulgence, is because we face some unique challenges here in Clark County when it comes to CTE funding. Included within the President's budget proposal, the guaranteed formula funding for CTE programs in Nevada would be cut by nearly 50 percent while CTE programs in other States would only be cut by less than 1 percent.

The large disparity in cuts is caused by the outdated funding formula included in the 2006 Carl T. Perkins Career and Technical Education Act. The bill established a funding formula largely based on population and poverty. However, in States that saw large growth spurts during the 2000s, that funding formula really does not hold true and represent the large populations that we have seen.

So I joined with Congressman Raul Grijalva, my Democratic committee colleague from Arizona, an area that also saw explosive growth during this timeframe, to introduce the Career and Technical Education Equity Act, which protects critical CTE funding by requiring States to receive at least 90 percent of the funding amount allocated the previous years so there are no precipitous cuts to any program across the country. I am hopeful we will discuss this critical question of funding for CTE programs during this hearing.

Again, I thank the chairman for his attention to this issue and for bringing the hearing to Las Vegas and to Southwest Career and Technical Academy. I look forward to hearing the testimony from our distinguished panel of witnesses, and yield back the balance of my time.

[The statement of Mr. Heck follows:]

Prepared Statement of Hon. Joseph Heck, a Representative in Congress from the State of Nevada

I recently visited Southwest Career and Technical Academy here in Nevada's Third District and met with students, teachers, and administrators to learn about the school and the courses they offer.

I also got the chance to hear firsthand from students about their experiences with career and technical education and how they think it will help them in the future.

The overall impression I got from them was clear.

They are eager to do well and graduate. They are eager to learn skills they know are in- demand right now and they are eager to take those skills into the working world or on to college.

I even ate lunch provided by the Culinary Arts students and let me tell you; It was delicious. I am sure all of you who stick around for the tour of the school will be just as impressed as I was with the students, the facilities, and the quality of the educational experience students receive at Southwest.

But Southwest is just one of a number of highly successful schools here in the Clark County School District offering students educational opportunities in fields ranging from computer science and information technology to law enforcement and nursing.

In fact, the Clark County School District is home to 25 Magnet Schools and Career & Technical Academies dedicated to providing students a variety of pathways leading to both careers and higher education.

17 of these schools, including Southwest, were recently recognized as either a school of excellence or a school of distinction by the national organization Magnet Schools of America. During the 2012 school year, nearly 40,000 students in CCSD were enrolled in career and technical education courses, representing 44% percent of the high school student population.

Students enrolled in CTE have demonstrated themselves to be high-performing, highly-motivated individuals who, according to information we received from Clark County School District, graduate at a higher rate than their traditional high school peers.

While enrolled, CTE students are choosing courses of study that will lead them down a path to success in the increasingly-advanced global economy.

On the Committee, we are always talking about the importance of STEM education-education focused on science, technology, engineering, and math.

Well our CTE students have heard the message. Among the most popular courses of study are information technologies and the skilled and technical sciences.

And the skills learned in our magnet and career and technical academies are helping sectors of our economy - like manufacturing and health care services - erase talent shortages and fill available jobs.

CTE programs also prepare students for critically important careers in public service. Our communities need individuals well-schooled in criminal justice, law enforcement, early childhood development, and emergency medical services.

A competent, highly-trained workforce in these areas will make our state and our local communities safer and healthier.

Finally, career and technical education extends all of these opportunities to those who have been disproportionately affected by the recession and the slow pace of our economic recovery.

Fifty three percent of CTE students are Hispanic and African American while another 8% are Asian Americans.

These demographic groups are a growing, thriving part of the diverse culture and economy of the Las Vegas Valley and by enrolling in CTE programs, these students are learning skills and acquiring knowledge that will help put them on a path to success as well as strengthen and diversify our local economy.

Clearly, career and technical education academies are critically important now more than ever. Our students thrive in them and our economy relies on them.

Yet as CTE is moving this region's economy forward, a recent proposal by the Obama Administration threatens to drastically reduce CTE funding for our state.

Included within the President's budget proposal, guaranteed formula funding for CTE programs in Nevada would be cut by nearly 50%, while CTE programs in other states would only be cut by less than 1%.

This large disparity in cuts is caused by an outdated funding formula included in the 2006 Carl D. Perkins Career and Technical Education Act.

The bill established a funding formula largely based on population and poverty; however, there is also a hold-harmless provision included within the formula that guarantees states will receive the federal funding levels provided in 1998.

However, since that time Nevada's population has increased from 1.8 million to more than 2.75 million causing our state to face disproportionate cuts to federal CTE funding under the current hold-harmless provision.

Nevada will not be able to adequately fund our thriving CTE programs on 1998 funding levels and we should not be punished simply because we have experienced population growth.

So I joined with Congressman Raul Grijalva, my Democratic committee colleague from Arizona, in introducing the Career and Technical Education Equity Act which protects critical CTE funding by requiring states receive at least 90% of the funding amount allocated the previous year.

This bill will protect CTE funding and continue to provide students around Nevada and the nation with opportunities to learn the skills to help them find in-demand jobs. I am hopeful we will discuss the critical question of funding for CTE programs during this hearing.

Chairman KLINE. I thank the gentleman. We are very fortunate to have two of our Democratic colleagues on the Education and Workforce Committee joining us today. I would now like to recognize Mr. Scott of Virginia for any opening remarks he may have.

Mr. SCOTT. Thank you, Mr. Chairman, and I thank you and the gentleman from Nevada, Mr. Heck, for calling the hearing. I am pleased to join my colleague, Mr. Hinojosa, and I believe Mr. Horsford from the Las Vegas area will be joining us shortly. I understand he has been detained. I just left the Culinary Academy of Las Vegas seeing some of the good work that is done in this area, and I look forward to watching the situation here because I understand that they have done an excellent job.

The reauthorization of the Carl D. Perkins Career and Technical Education Act presents this committee with an opportunity to ensure that all students are equipped with the skills to succeed in the rapidly evolving 21st century economy. Today's career and technical education programs, or CTE, are successfully preparing millions of students for lifelong learning, bridging the divide between high school and post-secondary education and training. That education is essential today because we live in a high tech information-based economy where most jobs now require education past the high school level, not necessarily a 4-year college, but community college, apprentice school, or some education like the ones offered here at the Academy to provide students with the skills and knowledge that today's employers demand. Students here can take courses grounded in an integrated curriculum of core academic content and real world work-based relevance.

Data shows CTE to be a powerful tool for engaging students, closing the achievement gap, and improving schools. That makes sense because students who see the relevance of their education are much more likely to stay in school.

With the bipartisan reauthorization of the Perkins Act, we must guarantee equal opportunity to participate in and benefit from the CTE programs, and all students who have completed CTE should have an equal opportunity to take what they have learned to pursue higher education and a career. The opportunity to thrive with CTE programs increases a student's earning potential and improves the ability of the student to attain economic security in the future.

I serve on two committees, Education and Workforce, but also on the Judiciary Committee, where I see that those who get a decent

education are much less likely to be involved in the criminal justice system. Youth who are here getting a good education and good training are much less likely to be involved in what the Children's Defense Fund calls the cradle to prison pipeline. They would be in a cradle to career pipeline. This is great not only for students, but also for the taxpayers because when students mess up and end up in prison, it is the taxpayers that have to support them.

The CTE system represents an innovative approach that allows us to get students involved in hands-on learning and training, and we know that opportunity must be available to all. Unfortunately, each year more than 65,000 students graduate from U.S. high schools, who, through no fault of their own, are barred from post-secondary education due to immigration status. These are students who are educated in our schools, who pledge allegiance to our flag, and who yearn for the ability to work towards the American Dream and meaningfully contribute to the American economy. They are known as "DREAMers." This group represents a small percentage of more than 11 million undocumented immigrants in the United States.

Now, many DREAMers participate in CTE programs through our Nation's secondary schools. But unlike their peers, they are unable to fully benefit from the public investment that we make in schools such as this one. Without a social security number, a student cannot take advantage of work-based experiential training. They are barred from legal employment, and in many States cannot afford to pursue post-secondary education or job training because Federal student aid or work study is unavailable to them.

With more than 40 percent of undocumented families living in poverty, cost alone puts college out of reach. Here in Nevada, this lack of opportunity is particularly troubling. More than 12 percent of the State's workforce is undocumented, the highest in the country, and some DREAMers right here at the Academy are learning valuable skills that may never be able to put to use.

Now, some of us are committed to righting these wrongs. Unfortunately, comprehensive immigration reform and the DREAM Act remain stalled in the House. The Obama Administration did take action on behalf of DREAMers by issuing an executive order for deferred action for children arrivals, DACA. Although not a legislative or a sufficient solution, this executive action allowed thousands of DREAMers to pursue work legally and, in some cases, qualify for in-state tuition to attend college. On the other hand, last week the majority in the House passed not one, but two bills seeking to undermine DACA and return DREAMers to living in fear of deportation or as a permanent underclass.

So if we expect all students to benefit from career training, we must make sure that the 65,000 DREAMers who graduate this year are not left behind, and for all of the students we have to reauthorize the Carl D. Perkins Career and Technical Education Act as well as other legislation that addresses the training and educational needs of our country, such as the Workforce Investment Act and the Higher Education Act. The future of today's students and, therefore, the future of our Nation depends on what we do.

[The statement of Mr. Scott follows:]

Prepared Statement of Hon. Robert C. ″Bobby″ Scott, a Representative in Congress from the State of Virginia

Thank you, Mr. Chairman. I also want to thank our distinguished witness panel for their participation in today's hearing. I look forward to learning about the great work here in Clark County School District to graduate all students and ensure that they are college- and career- ready.

Reauthorization of the Carl D. Perkins Career and Technical Education Act presents this Committee with an opportunity to ensure ALL students are equipped with the skills to succeed in a rapidly evolving 21st century economy.

Today's career and technical education programs, or CTE, are successfully preparing millions of students for lifelong success bridging the divide between high school and postsecondary education and training. These programs, like the ones offered here at the Academy, provide students with the skills and knowledge that today's employers demand. Students take courses grounded in an integrated curriculum of core academic content and real-world, work-based relevance.

Data shows CTE to be a powerful tool for engaging students, closing achievement gaps, and improving schools. In a bipartisan reauthorization of Perkins, we must guarantee equal opportunity to participate in – and benefit from – CTE programs. And all students who have completed CTE should have an equal opportunity to take what they learned to pursue higher education and a career.

The opportunity to thrive in a CTE program increases a student's earning potential, improves the ability of a student to attain economic security in the future, and decreases his or her chances of being involved in criminal activities. Youth are going to be on the cradle to career pipeline and make money for themselves, or they will be on what the Children's Defense Fund has coined as the "cradle to prison" pipeline, where TAXPAYERS will be ultimately be obligated to pay for their incarceration. In fact about 2/3 of all prisoners are high school dropouts.

The CTE system represents an innovative approach that allows us to get students involved in hands-on learning and training. But we know that ALL students aren't afforded this opportunity. Each year more than 65,000 students graduate from U.S. high schools who, through no fault of their own, are barred from postsecondary success due to immigration status. These are students who are educated in our schools, who pledge allegiance to our flag, and who yearn for the ability to work toward the American dream and meaningfully contribute to the American economy. Known as DREAMers, this group represents just a small percentage of the more than 11 million undocumented immigrants in the U.S.

Many DREAMers participate in CTE programs through our nation's secondary schools. But unlike their peers, they are unable to fully benefit from the public investment that we make in schools like this one. Without a social security number, a student cannot take advantage of work-based experiential learning, is barred from legal employment, and, in many states, cannot afford to pursue postsecondary education or job training because federal student aid or work- study is unavailable to them. With more than 40% of undocumented families living in poverty, cost alone puts college out of reach.

Here in Nevada, this lack of opportunity is particularly troubling. More than 12% of this state's workforce is undocumented – the highest in the country. Some of these DREAMers are right here at the Academy, learning valuable skills they may never be able to put to use.

President Obama and Congressional Democrats are committed to righting these wrongs. Unfortunately, comprehensive immigration reform and the DREAM Act remain stalled in the House. The Administration took action on behalf of DREAMers by issuing the executive order for Deferred Action for Childhood Arrivals or DACA. Although not a legislative or sufficient solution, this executive action allowed thousands of DREAMer students to pursue work legally and, in some cases, qualify for in-state assistance to attend college.

Just last week, however, House Republicans passed not one, but two bills seeking to undermine DACA and return DREAMers to living in fear of deportation or in a permanent underclass. DACA was given as justification for targeting the President's executive orders.

There are some on the other side of the aisle who claim to support a pathway to citizenship for DREAMers and their families, but vote time and time again to block or undermine attempts to help these students. For these young people, every year, every month of inaction on immigration reform is costly.

I am eager for bipartisan collaboration to reauthorize the Carl D. Perkins Career and Technical Education Act, as well as other legislation that addresses the training and educational needs of our country, such as the Workforce Investment Act and the Higher Education Act.

But I am also eager for Congress to come together to fix the broken immigration system. We need bipartisan collaboration to allow all students, including DREAMers, the opportunity to fulfill their potential and we know that CTE is one approach that allows our nation's students to thrive. Thank you.

Thank you, Mr. Chairman.

Chairman KLINE. I thank the gentleman. I will now recognize Mr. Hinojosa of Texas, for any opening remarks he may have.

Mr. HINOJOSA. Thank you, Chairman Kline. Is this mic on?

Chairman KLINE. I think so, yes.

Mr. HINOJOSA. Can you hear me in the back? Thank you. I want to thank the chairman for hosting this field hearing to discuss ways in which to improve State and local delivery of career and technical education programs through the reauthorization of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Furthermore, I wish to thank Congressman Joe Heck for inviting us to his district and to hear this panel so that we can better understand the educational programs in this area and see how we can be of help to you.

In my view, a bipartisan reauthorization of the Perkins Act would ensure that students are equipped with the education and skills to succeed in a rapidly evolving 21st century economy. Above all, a bipartisan reauthorization of Perkins must prioritize equity of opportunity for all public school students to participate in and to benefit from career and technical education programs.

As you know, many of our Nation's DREAMers participate in CTE programs through public secondary schools, but cannot fully utilize this education and training because their immigration status bars them from doing so. While congressional Democrats are committed to comprehensive immigration reform and passing the DREAM Act, the Republican majority has stalled these efforts. As mentioned by Congressman Scott in his remarks, most recently the House majority has also passed bills seeking to undermine deferred action for childhood arrivals under DACA, an executive order issued by President Obama that allows thousands of undocumented students to work and remain in the United States.

Today I urge my colleagues on the other side of the aisle to listen closely to Alan Aleman's testimony, to open up their hearts and minds, and to demonstrate compassion for the thousands of hard-working DREAMers who know America as their home and are determined to contribute to our Nation's economy and workforce. I look forward to hearing our expert panelists so that I can better understand the successes achieved here in Nevada.

With that statement, Chairman Kline, I yield back my time.

[The statement of Mr. Hinojosa follows:]

Prepared Statement of Hon. Rubén Hinojosa, a Representative in Congress from the State of Texas

Thank you, Chairman Kline, for hosting this field hearing to discuss ways in which to improve state and local delivery of career and technical education programs through the reauthorization of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

In my view, a bipartisan reauthorization of the "Perkins" Act would ensure students are equipped

with the education and skills to succeed in a rapidly evolving 21st century economy.

Above all, a bipartisan reauthorization of Perkins must prioritize equity of opportunity for all public school students to participate in—and benefit from – career and technical education (CTE) programs.

As you know, many of our nation's DREAMERs participate in CTE programs through public secondary schools, but cannot fully utilize this education and training because their immigration status bars them from doing so.

While Congressional Democrats are committed to comprehensive immigration reform and passing the DREAM Act, the Republican majority has stalled these efforts.

Most recently, the House majority has also passed bills seeking to undermine the Deferred Action for Childhood Arrivals (DACA) program, an executive order issued by President Obama that allows thousands of undocumented students to work and remain in the United States.

Today, I urge my colleagues on the other side of the aisle to listen closely to Alan Aleman's testimony, to open up their hearts and minds, and to demonstrate compassion for the thousands of hard working DREAMERs who know America as their home and are determined to contribute to our nation's economy and workforce.

Chairman KLINE. I thank the gentleman. I expect to be joined some time during the hearing by two of our colleagues from Nevada, I think Ms. Titus and Mr. Horsford.

In the meantime, pursuant to committee Rule 7(c), all committee members will be permitted to submit written statements to be included in the permanent hearing record. And without objection the hearing record will remain open for 14 days to allow statements, questions for the record, and other extraneous material referenced during the hearing to be submitted in the official hearing record.

[The information follows:]

[The statement of Mr. Kline follows:]

Prepared Statement of Hon. John Kline, Chairman, Committee on Education and the Workforce

Our economy faces many challenges. Millions remain out of work, and the labor participation rate has declined to thirty-year lows. Here in the Silver State, families struggle with 8.8 percent unemployment - one of the highest unemployment rates in the country. Unemployment among young people ages 16 to 19 is even higher, at 29 percent.

We need to do more to help these families rebuild and recover from the lingering effects of the recession. One of the House Education and the Workforce Committee's priorities for the 1113th Congress has been strengthening the nation's network of job training services. Last year, the House approved the Supporting Knowledge and Investing in Lifelong Skills Act, legislation to revamp the federal workforce development system and help more workers learn in-demand skills.

The committee is now examining career and technical education, or CTE, in preparation for the upcoming reauthorization of the Perkins Act. As you may know, the Perkins Act provides federal funding to states to support CTE programs that allow high school and community college students to access valuable training programs and hands-on experience necessary to gain an edge in the local workforce.

There are a number of great CTE schools in Nevada, and we're fortunate to be holding today's field hearing at one of the best. The Southwest Career and Technical Academy is renowned for its rigorous coursework and hands-on training in a number of fields, including nursing, culinary arts, automotive technology, and web design, just to name a few.

I believe my colleagues and I have the opportunity after the hearing to take a tour of the school, and I look forward to meeting with students, visiting the classrooms, and seeing firsthand the quality training available here at the academy.

As the committee works to strengthen career and technical education, it's important we hear from students, educators, and state and local leaders in the business and education communities about the challenges and opportunities facing CTE programs. Your feedback helps inform and strengthen our work in Washington, and we are grateful for your participation and your input.

Chairman KLINE. It is now my pleasure to introduce our distinguished panel of witnesses, starting with Ms. Felicia Nemcek. She is the principal of the Southwest Career and Technical Academy, and our hostess, which opened in August 2008. Dr. Michael Spangler is the dean of the School of Advanced and Applied Technologies at the College of Southern Nevada. Ms. Kacy Qua is the founder and chief executive officer of Qualifyor, a for-profit startup that pairs skilled young apprentices with clients, such as MGM and Zappos to complete technical and creative projects. Mr. Alan Aleman is a student at the College of Southern Nevada. He graduated from the Southeast Career and Technical Academy in 2010. Professor Angela Morrison is a visiting professor at the William S. Boyd School of Law at the University of Nevada, Las Vegas. And Mr. Frank Woodbeck is the director of the Department of Employment, Training, and Rehabilitation for the State of Nevada. Welcome to you all.

Just a little reminder on how our lighting system works here. We have to get used to it ourselves because this is a field setup. As I recognize you, you will each have 5 minutes to present your testimony. When you begin, this light in front of you will turn green. When one minute is left, the light will turn yellow, and when your time has expired, the light will turn red, at which point I would ask you to wrap up your remarks as best you are able. After everyone has testified, members will each have 5 minutes to ask questions of the panel, and we will do our best to remember to orient those lights over here as we move down that way. If you cannot see it, send us a signal.

I would now like to recognize Ms. Nemcek for 5 minutes. You are recognized.

STATEMENT OF FELICIA NEMCEK, PRINCIPAL, SOUTHWEST CAREER AND TECHNICAL ACADEMY, LAS VEGAS, NEVADA

Ms. NEMCEK. Thank you Chairman Kline, Member Heck, and members of the Committee. It is an honor and a pleasure to share with you my perspective on the importance of career and technical education and its relevance to our economy.

My name is Felicia Nemcek, and I am the founding principal of the Southwest Career and Technical Academy here in Las Vegas, Nevada. We are part of the Clark County School District, the 5th largest district in the Nation. We are one of seven career and technical academies in southern Nevada, and we are modeled after our community's original vocational high school, now known as the Southeast Career and Technical Academy. After 30 years of continuous high graduation rates from Southeast, our school district and community leadership developed a vision to build upon this success by opening more career and technical academies in different parts of the Las Vegas Valley, providing more access to students.

Here at Southwest Career and Technical Academy, we have 1,475 students enrolled in 11 different programs. For the last 3 years, we have been recognized as an Apple Distinguished School for our innovative use of educational technology. And over the last 2 years, we have been named a Magnet School of Excellence by the Magnet Schools of America.

Since my appointment as principal in August 2008, I have become a great advocate of career and technical education because of the successes I have witnessed here in my school, in Clark County, and across Nevada. From my perspective, we need to recognize and support the following. First, the role of the principal has changed. We play an important role in economic development, and we must develop strong relationships with our community. In order to educate 21st century learners and to prepare them to be both college and career ready upon graduation, we have to value professional development and connect with industry experts in order to keep current with local trends and demands.

As a principal, I challenge all students academically to ensure that college is achievable. I oversee the integration of core content into our CTE courses to make learning relevant, but, most importantly, engaging. I provide our teaching staff with ongoing and focused professional development, and I ensure that all CTE curriculum evolves with the constant, changing workplace standards. We can no longer be building principals working in isolation.

Second, educational technology should be a standard in all schools and in CTE. Every job is tied to technology, and if we are to prepare our students to be workforce ready, they need to be educated in a technology rich environment with appropriate equipment and software aligned with workplace needs. Here at Southwest, we are fortunate to have funding through Carl D. Perkins and State grant programs, to provide industry appropriate technology as well as the infrastructure that supports it.

I have many examples of why it is important to make this a standard, but one of my favorites is a former student named Jacob. Jacob struggled to graduate, but despite several barriers, he earned his diploma. After graduation in 2012, Jacob was able to secure an introductory job as an auto tech position at a local dealership. After 3 weeks, Jacob was called into the human resources office. He was offered an opportunity to train as a hybrid technician because of his ability to adapt to the newer technology.

Third, business and industry partnerships are vital to our success. These partnerships provide our schools with advice on curriculum, our teachers with professional development, and our students with internships and job shadowing opportunities. Clark County School District Superintendent Pat Skorkowsky is especially supportive of these partnerships and their part in moving career and technical education forward. The inclusion of community in his plan emphasizes the importance of the role business and industry partners play in advancing student achievement both in school and in life.

One example is Jonathan. Jonathan was a student in the web design and development program. He graduated last June and began an internship with Qualifyor. Shortly after completion of his internship, Jonathan was immediately hired by Qualifyor because of his solid foundation of IT skills, work ethic, and because he is simply amazing. Jonathan plans to continue working with Qualifyor while he attends our community college and later transfers to the University of Nevada-Las Vegas.

Ideally all of our CTE students will continue in the same career pathway after graduation, but we must recognize that some stu-

dents may not choose to pursue post-secondary options in the same field that they are in right now. And this should not be considered a failure in Federal accountability systems. Regardless of the pathway, during their high school years, they have obtained the necessary skills to be employable, they have the ability to work in skilled areas and can pay for their own college tuition, and they have explored careers prior to enrolling in college, which saves a great deal of time and money.

In conclusion, I believe that career and technical education is economic development. Fully funding the Carl D. Perkins Career and Technical Education Act is essential to the continued academic success of our CTE programs and our economy. Here in Nevada, we are still recovering from the great recession, and through Federal and State support, we have been able to sustain our current programs. The success of our academies has created a demand from our community for more, high quality CTE programs, and we need to build those in our comprehensive high schools.

The key to reviving our economy? First and foremost, adequately investing in CTE. Funding at the 2012 pre-sequestration levels at a minimum, and the removal or revision of the hold harmless provision so that Nevada can receive its fair share of funding is critical to our State and the continuation of our economic growth. And finally, ensuring that all students in all high schools have access to high quality programs so that they are prepared to contribute positively to our economy. Thank you.

[The statement of Ms. Nemcek follows:]

"Reviving our Economy: How Career and Technical Education Can Strengthen the Workforce."

Testimony of Felicia Nemcek
Principal of Southwest and Career and Technical Academy

House Education and the Workforce Committee to Host Field Hearing
March 18, 2014

Thank you Chairman Kline, Member Heck and Members of the Committee. It is an honor and a pleasure to share with you my perspective on the importance of career and technical education and its relevance to our economy.

My name is Felicia Nemcek and I am the founding principal of Southwest Career and Technical Academy here in Las Vegas, Nevada and we are part of the Clark County School District, the fifth largest district in the nation

We are one of seven career and technical academies in Southern Nevada. At SWCTA, our facilities were funded through a bond measure approved by voters in 1998 and we were modeled after our community's original vocational high school, now known as the Southeast Career and Technical Academy (SECTA). After 30 years of continuous high graduation rates from SECTA, our school district and community leadership developed a vision to build upon this success by opening more career and technical academies in different parts of the Las Vegas Valley, providing more access to students. The rebranding of the name from "vocational" to "career and technical academy" and opening CTE programs that meet the needs of our community got us all off to a great start. Today, the career and technical academies have over 95% graduation rates and more applicants than we have seats. Our community sees the value of their investment and the value of career and technical education.

Here at Southwest Career and Technical Academy, we have 1475 students enrolled in 11 different program areas. The school is divided into two smaller learning communities – the Design Academy and the Professional Service Academy. Within the Design Academy, we offer Entertainment Engineering, Fashion Design, Video Game Design, and Web Design. In the Professional Services Academy, the areas of focus are Culinary Arts, Hospitality, Automotive/Diesel Technology, Respiratory Therapy, Dental Assisting, and a Certified Nursing Assistant Program. All classes provide rigorous curriculum, educational technology, soft skills training, and project-based learning in order to prepare the students to be both college and career ready in a 21st century world. With support from local business and industry professionals who sit on our advisory boards, we continually update our programs to ensure that the curriculum addresses industry standards. For the last three years, we have been recognized as an Apple Distinguished School for our innovative use of educational technology and the last two years, we were named a Magnet School of Excellence by Magnet Schools of America.

Since my appointment as principal in August of 2008, I have become a great advocate of career and technical education because of the successes I have witnessed here in my school, in Clark County, and across our state. From my perspective, we need to recognize and support the following:

- The role of a principal has changed. We play an important role in economic development and we must develop strong relationships with our community. In order to educate 21st century learners and to prepare them to be both college and career ready upon graduation, we have to value professional development and connect with industry experts in order to keep current with local trends and demands. For example, I attend many community events and professional conferences; I am a member of the local Chamber of Commerce, Association for Career and Technical Education (ACTE) and Nevada ACTE and other professional organizations; I am a member of the Nevada Governor's Workforce Investment Board IT sector council; I participate in all of my advisory boards; I am a recent graduate of the Public Education Foundation's Leadership Institute; and I am the educational leader of Southwest Career and Technical Academy. As a principal, I challenge all students academically to ensure that college is achievable, I oversee the integration of core content into CTE courses to make learning relevant and engaging, I provide my teaching staff with ongoing and focused professional development, and I ensure that all CTE curriculum evolves with the constant, changing workplace standards. We can no longer be "building" principals working in isolation.

- Educational technology should be a standard in all schools and in CTE. Every job is tied to technology and if we are to prepare our students to be workforce ready, they need to be educated in a technology rich environment with appropriate equipment and software aligned with workplace needs. Here at SWCTA, we are fortunate to have funding through Carl D. Perkins and state grant programs, to provide industry appropriate technology as well as the infrastructure that supports it. I have many examples of why it is important to make this a standard but one of my favorites is a former student named Jacob. Jacob struggled to graduate, but despite several barriers, he earned his diploma. After graduation in 2012, Jacob was able to secure an introductory auto tech position at a local dealership. After three weeks, Jacob was called into the human resources office. He was offered an opportunity to train as a hybrid technician because of his ability to adapt to the newer technology and because he had already demonstrated the necessary soft skills to be successful. Today, Jacob has a successful career in a high wage, high demand area.

- Business and industry partnerships are vital to our success. These partnerships provide our schools with advice on curriculum, our teachers with professional development and our students with internships and job shadowing opportunities. Clark County School District Superintendent Pat Skorkowsky is especially supportive of these partnerships and their part in moving career and technical education forward. Mr. Skorkowsky recently released his plan to transform

education in Clark County. In this plan he has identified six work streams – Achievement, Opportunity, Results, People, Innovation and Community - that collectively support the success of each and every student. The inclusion of Community emphasizes the importance of the role business and industry partners play in advancing student achievement, both in school and in life. One example is Jonathan. Jonathan was a student in the web design and development program. He graduated last June and began an internship with Qualifyor, a Downtown Project backed consultancy. Shortly after the completion of his internship, Jonathan was immediately hired by Qualifyor because of his solid foundation of IT skills, work ethic, and because he is simply amazing. Jonathan plans to continue working with Qualifyor while he attends CSN and later transfers to the University of Nevada-Las Vegas to complete a degree in computer science.

- Articulation agreements with colleges are needed to create stronger connections between secondary and post-secondary systems. High school students need a better bridge between high school and their post-secondary education similar to the Tech Prep articulation provisions in previous authorizations of the Perkins Act. Tech Prep agreements provide for college credit in articulated courses. Due to the wide range of programs of study and the skills required for each program, the connection between secondary and post-secondary education should not be restrictive or prescriptive, but flexible to meet the needs of each state and local program. One size does not fit all when working with the wide variety of CTE programs, even within one school. The bridge between secondary and postsecondary education could include the traditional Tech Prep between high schools and colleges, but it may also include opportunities like apprenticeship programs in our high skilled technical areas.

Ideally all of our CTE students will continue in the same career pathway after graduation, but we must recognize that some students may not choose to pursue postsecondary options in the same field — and this should not be considered a "failure" in federal accountability systems. Regardless of the pathway, during their high school years, they have obtained the necessary skills to be employable, they have the ability to work in skilled areas and can pay for their own college tuition, and they have explored careers prior to enrolling in college, which saves a great deal of time and money.

In conclusion, I believe that career and technical education is economic development. Fully funding the Carl D. Perkins Career and Technical Education Act is essential to the continued academic success of our CTE programs and our economy. Here in Nevada, we are still recovering from the great recession and through federal and state support,

we have been able to sustain our current programs. The success of our academies has created a demand from our community for more, high quality CTE programs and we need to build those in our comprehensive high schools.

The key to reviving our economy? First and foremost, adequately investing in CTE. Funding at the 2012 pre-sequestration levels at a minimum and the removal or revision of the hold harmless provision so that Nevada can receive its fair share of funding is critical to our state and the continuation of our economic growth. And finally, ensuring that all students in all high schools have access to high quality programs so that they are prepared to contribute positively to our economy.

Chairman KLINE. Thank you.

Dr. Spangler, you are recognized for 5 minutes.

STATEMENT OF MICHAEL SPANGLER, PH.D., SCHOOL OF ADVANCED AND APPLIED TECHNOLOGIES, COLLEGE OF SOUTHERN NEVADA, NORTH LAS VEGAS, NEVADA

Dr. SPANGLER. Thank you, Chairman Kline and members of the committee. My name is Michael Spangler. I am the dean of the School of Advanced and Applied Technologies at the College of Southern Nevada. CSN is the largest higher education institution in Nevada and one of the largest in the country. We offer certificates and degrees in many career and technical education disciplines.

I am grateful for the opportunity to share with you today some examples of the interactions between CSN's technical education programs and our stakeholders in business and government that illustrate our community's commitment to a skilled workforce. They also demonstrate the need for continued support through the Carl Perkins Career and Technical Education Act, and it is our principal tool to stay active partners with industry.

I would like to start with a local perspective. Few States have felt the recession as acutely as Nevada, particularly in construction, hospitality, and retail. Our constituents want fulfilling careers and a family sustainable wage. This requires some form of post-secondary technical education whether it is through an apprenticeship or, more commonly, the college technical program. Collaboration among education and employment partners is critical.

My first example is our electronics program's alliance with defense contractor, JT3. The JT3 Jumpstart Program is this. Students who pass a six-course sequence in math and electronics get an interview with JT3. If they are successful, JT3 will hire the students and while on the job, send them back to us to finish their associate degree in engineering tech.

CSN, through Perkins funding, provides state-of-the art laboratories that directly relate to the skill sets needed by JT3. And additionally, JT3 engineers serve as part-time instructors for the program, bringing relevant content to the classroom for all of our students. The JT3/CSN partnership works.

Another engineering tech connection is in theater technology. CSN works with Cirque du Soleil to prepare technicians for the large venue shows on the Las Vegas Strip. The technology for a show such as "O" at Bellagio requires skills in automation controls, hydraulics, pneumatics, electrical power, and computer systems. These skills rival those at any industrial plant in the country. In fact, the knowledge base in technical theater transfers very well to Caterpillar, Boeing, or General Electric. The degree at CSN exists because Perkins funding equips the laboratories and because Cirque du Soleil managers guide the program design and host internships for an unparalleled work-based experience.

The next example I would like to present is a pilot program we are offering, cooperation between CSN and Clark County School District. Perkins funds underwrite the instructional costs for dual credit programs in air conditioning and welding. These programs are expensive and extremely difficult for high schools to deliver.

Our joint program uses the technical infrastructure at the college and allows students to simultaneously accrue high school and college credit, and acquire industry certification.

My last example is the gas heat pump, GHP, project in air conditioning technology. Created by a partnership among the college, Department of Energy, Southwest Gas, and IntelliChoice Energy, the GHP courses involve natural gas powered heat pumps for commercial air conditioning. This innovative equipment uses about 80 percent less electrical energy compared than conventional cooling systems.

Understandably, CSN is home to the country's premiere air conditioning program. This is, after all, Las Vegas, and our local economy depends on ample amounts of cold air and cold drinks.

[Laughter.]

Dr. SPANGLER. CSN is the sole provider of skilled technicians for this new technology because Perkins funds were leveraged with Department of Energy and private industry investment.

Shawn Greene, now a graduate of our program, was hired by IntelliChoice Energy. In his words, "I got the confidence and experience I needed at CSN, and it opened doors for me. I love my job." And I love that comment.

To conclude, Nevada's job losses place us at or near the top of a very undesirable list. My opinion, however, is that our unemployment is, to a great extent, an issue of under preparation. CSN's high tech, high demand, high wage disciplines, such as air conditioning, electronics, IT networking, enjoy 100 percent placement. Typically, students are working before they finish their degree. I believe the best path across our current employment landscape is through career and technical education, and Perkins funding remains the life blood of those programs.

I want to thank the committee for your consideration of my testimony, and I applaud your continued support of technical programs in this country. Thank you.

[The statement of Dr. Spangler follows:]

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College and Community Collaborations in
Perkins Funded Career and Technical Education Programs

Testimony of Michael Spangler, Ph.D.
Dean, School of Advanced & Applied Technologies
College of Southern Nevada

Hearing before the Committee on Education and the Workforce
United States House of Representatives
March 18, 2014

Thank you Chairman Kline, Ranking Member Miller and Members of the Committee. My name is Michael Spangler and I serve as Dean of the School of Advanced & Applied Technologies at the College of Southern Nevada here in Las Vegas. CSN is the largest higher education institution in Nevada and one of the largest in the country. We offer certificates, associate degrees, and bachelor degrees in many Career and Technical Education (CTE) disciplines.

I am grateful for the opportunity to share with you today some examples of the interactions between our Career and Technical Education programs at CSN and our stakeholders in business, government, and education. These cases illustrate the commitment of the college and the local business community to building a skilled employable workforce. Additionally they demonstrate the need for continued support through the Carl D. Perkins Career and Technical Education Act, the principal tool by which educators can remain active partners with industry.

I would like to start with a local perspective. Few states have felt the recessionary sting as acutely as Nevada. Wholesale disruptions in employment for industries such as Construction, Hospitality, and Retail have presented significant challenges to CTE programs at the College of Southern Nevada. Displaced workers are seeking new pathways to employment stability. Young people are leaving high school seeking new technical disciplines unknown to their parents. Both groups want careers that offer challenge and fulfillment as well as, at minimum, a middle-class lifestyle with a family sustainable wage. With very few exceptions, these professions require advanced preparation first at the high school and followed by some form of post-secondary technical education. That form may be an apprenticeship but most commonly it is a technical program such as those at CSN. Whatever the path, collaboration among the partners in education and employment is critical.

Leverage from Perkins funds has been essential in our cooperative ventures with the community. The first example I would like to present is CSN's Engineering Technology-Electronics program alliance with JT3, a defense contractor working on military projects in this state. The JT3 Jumpstart Program helps us encourage students to pursue Electronics with the following incentives:

- Qualified students who pass a six course sequence in Math and Electronics receive an interview for an Electronics Technician I position with JT3.
- If the interview is successful JT3 may,
    - Offer a sign-on bonus to cover out-of-pocket tuition costs.
    - Pay for the rest of the classes through JT3's Employee Education Training and Assistance Program (EETAP).
    - Allow employees to attend up to 15 hours of classes each week while on the job.
- CSN, through Perkins funding, provides laboratories with trainers in Microwave, Radar, and other technologies directly related to the skillsets needed by JT3.
- JT3 Engineers serve as part-time instructors bringing the most current and relevant content to the classroom for all students.

- CSN schedules courses to accommodate the unique attendance needs of JT3 employees.

JT3 and CSN together vector the student through to graduation with the Associate of Applied Science degree in Engineering Technology. The dividends of this partnership yield more than just for the JT3 students. All Electronics students benefit through better course availability, state-of-the art laboratory technology, and an expanded talent pool of instructors.

Another Engineering Technology program in Theater Technology is the result of CTE stakeholders' interaction to form a unique degree from a common skill set. CSN works with Cirque du Soleil to prepare technicians for the large venue shows on the Las Vegas Strip. When one looks at the technology necessary to execute a production such as the "O" show at Bellagio, it is apparent that there is more going into the stagecraft than just painting sets or pulling on ropes. The needs at Cirque du Soleil for automation, programmable logic controllers, hydraulics, pneumatics, electrical power, and computer systems rival any industrial plant in the country. In fact the knowledge base is such that Technical Theater majors can transfer their skillset very readily. Cirque's competition for technical talent isn't Broadway; it's Caterpillar, Boeing, Ford, or General Electric. The program at CSN exists because the technical management at Cirque du Soleil led the faculty in the program design and volunteered to host a two semester internship at the theater for an unparalleled work-based learning experience after the academic preparation. Perkins funding equipped the laboratories without which the degree could not be delivered.

An additional collaboration is a pilot program offered by the College of Southern Nevada and the Clark County School District. Using Perkins funds to underwrite the instructional costs, programs recommended by industry groups in Aviation, Air Conditioning, and Welding were delivered at the college for selected high school students. These programs are expensive and extremely difficulty for secondary schools to deliver.

However, the infrastructure already existed at the college and with creative scheduling the two institutions collaborated to present a dual credit program. Students from three local high schools were selected to participate. They attended their home high school in the mornings and were released to attend the college program in the afternoons. The students accrue credit at both institutions and progress to industry certifications. As the pilot study is refined, we hope to extend the model to other CTE programs allowing us to accelerate young technicians into the workforce.

My final example of a cooperative endeavor between CSN and local industry is the Gas Heat Pump Technology (GHP) project in our Air Conditioning & Refrigeration program. Not unexpectedly, the College of Southern Nevada is home to the country's premier HVACR program. This is, after all, Las Vegas. Our local economy requires ample amounts of cool air and cold drinks.

Created by a partnership among the college, Department of Energy, Southwest Gas and IntelliChoice Energy, the GHP courses teach technicians to install and maintain natural gas powered heat pumps for air handling in large commercial spaces. The technology is new to the United States and uses about 80 percent less electrical energy compared to today's traditional heating and cooling systems.

CSN is the sole provider of skilled personnel for this groundbreaking new technology because Perkins funds could be leveraged with Department of Energy funding, and private industry investment.

From a 2012 CSN press release: Shawn Greene, a 24-year-old with some college credit, was laid off from his job at a local air conditioning company this summer, when he enrolled in the brand new natural gas heat pump program at CSN. Greene was hired mid-fall semester by IntelliChoice Energy, where he now works in research and development. He will graduate with an Associate of Applied Science in Air Conditioning

Technology. "I got the confidence and experience I needed at CSN and it opened doors for me," Greene said. "I love my job."

I stated earlier that Nevada has had to face some extraordinary upheavals in the workforce. Our job losses place us at the top of a very undesirable list. My opinion, however, is that our unemployment issues are to a great extent issues of underprepartion. The high-tech, high-demand, high-wage, disciplines at CSN such as Air Conditioning, Electronics, IT Networking, and Telecommunications enjoy 100 percent placement, indeed, in these areas virtually all our students are working before they finish their degree. My perception of the best path across our current employment landscape is through CTE. Meanwhile, Perkins funding remains the life blood of Career and Technical Education programs.

I want to thank the committee for your consideration of my testimony. And, I applaud your continued support of Career and Technical programs across our country.

Respectfully,

Dr. Michael Spangler,
Dean, School of Advanced & Applied Technologies
College of Southern Nevada

Chairman KLINE. Thank you.

Ms. Qua, you are recognized for 5 minutes.

STATEMENT OF KACY QUA, FOUNDER AND CHIEF EXECUTIVE OFFICER, QUALIFYOR, LAS VEGAS, NEVADA

Ms. QUA. Thank you, Chairman Kline and members of the committee. I am Kacy Qua, founder and CEO of Qualifyor, a for-profit downtown Las Vegas based tech startup that prepares young people for the workforce by offering a chance to create dynamic digital portfolios of project work, compete with teams on real client projects, and demonstrate the adaptability, technical skills, and soft skills in demand by employers.

We have been in business a little over a year, but I have been involved in professional education and employment initiatives for the past decade. My passion for this space stems from my personal path in which I navigated off the traditional education path. It started at 13 when I felt that school was teaching me to be a good student, a skill that would only be relevant as long as I was in school. I wanted to learn how to be a good worker, something that would be relevant for the rest of my life.

I eventually chose to return to formal education, and entered as an undergraduate at the Cornell University School of Industrial and Labor Relations and later as an MBA student at the UCLA Anderson School of Management. But I continued to struggle with the gap between the very academic learnings that were occurring in school and the skills that I felt were needed in the workforce.

This personal experience was combined with professional insight when I became a labor rep and consultant for Lockheed Martin Space Systems, a public sector labor consultant, and led a multimillion dollar prize design aimed at driving breakthroughs in education and learning.

Finally, I started Qualifyor, which aims to aid a large number of students in employment readiness. But as a for-profit startup, our model is really driven by market demands. This training provides a much-needed alternative to the seemingly limited options available to most young people, particularly those for whom affordability of continued education is a concern. More importantly, this type of skill is demanded by the modern workforce. Unfortunately, private businesses are not able to bear the weight of technical training for all young people.

Today, the speed of technological innovation is exponential. Billion dollar companies rise and fall seemingly overnight. The things we learn quickly become irrelevant, and daily life requires adaptability to ever-changing devices, platforms, and technologies. The landscape is not only constantly changing, but changing much more rapidly than it ever has before. The structure of the current education system requires long lead time to approve coursework and curriculum. Where we used to have a sense of what jobs would exist in the future, we now barely know what will exist a year from now, let alone several years from now.

At the same time, education is decentralizing with various online platforms offering e-learning curriculum, improved software for learning, hybrid online/offline models, badging capabilities, digital portfolios, and other credentialing tools. As more individuals opt

into the use of these platforms and the bachelor's degree ceases to be the only viable credential, companies are facing ever greater stacks of applicants for whom the quality is uncertain. This means that people who have hard evidence of their competency and capacity will have an edge in the labor market.

In the spring of 2012, Zappos CEO and head of the $350 million downtown project, Tony Hsieh, was thinking about how to educate and prepare the local labor ecosystem for a lot of investment that he was putting into downtown Las Vegas. And he provided seed funding for my company, Qualifyor. I came to Las Vegas with its reputation for struggling education and high unemployment and began reaching out to educators and employers to get a firsthand sight of what was really happening here.

What I found shocked me. Not only was there great talent here, but I also witnessed some of the most progressive scalable education programs I had ever seen in the form of the career and technical academies. There are great young minds in Nevada, but many of them leave the State in favor of better employment opportunities and never look back.

On the other hand, businesses were not interested in making hires of unproven young talent that lacked experience. To solve the no experience, no job, and no job so no experience problem, we needed to find low risk methods for young people to get their foot in the door, namely things like competitions and project work which resulted in a portfolio to show rather than tell what they could do.

The first school I visited was Southwest Career and Technical Academy, and I was completely blown away by the level of talent and professionalism I saw in the students. As Felicia mentioned, I got to meet Jonathan Cervantes, a web design major, who confidently shook my hand, showed me his business card, and an impressive portfolio of web design work. A year later, Jonathan is here in the audience, and he is an important member of our staff managing web, marketing materials, social media, IT, business development, and basically on call for anything that us older folks do not know how to do.

While Jon is remarkable, he is not alone. In our recruitment process, we have met dozens of incredible young people who are leaps and bounds ahead of their peers from an employability perspective because they have gone through the CTA curriculum and built portfolios of work under conditions that mimic the workforce. We had 50 applicants, and we are unable to accept any of the comprehensive school applicants, not because they are not bright or passionate, but because they lacked the portfolio that companies require in order to work with young people.

The product of our education system currently is not developed with the customer in mind, meaning employable graduates are not available going into the workforce. A school that intends to prepare students for collegiate success will utilize different curriculum than a school preparing students for the workforce.

I commend the CTAs and all of you for your work in funding these incredible types of programs, and hope that as you make a consideration around this, you think about optimizing the output

of education to benefit the companies that exist in the country. Thank you.

[The statement of Ms. Qua follows:]

Testimony of Kacy Qua, M.B.A
President & Chief Executive Officer, Qualifyor Corp.,
Education Advisor to the Downtown Project

Hearing before the Committee on Education and the Workforce
United States House of Representatives
March 18, 2014

Thank you Chairman Kline, Ranking Member Miller, and Members of the Committee. I am honored to have the opportunity to share my perspective on the important work you are all doing. I would also like to thank Southwest Career and Technical Academy for hosting this hearing and for being an incredible partner in preparing local youth for the workforce.

I'm Kacy Qua, Founder and CEO of Qualifyor, a for-profit Las Vegas-based tech startup that helps prepare young people for the workforce. Qualifyor offers the chance to create a dynamic digital portfolio of project work, compete with teams to complete real client projects, and demonstrate the adaptability, technical talent, and soft skills in demand by employers. We aim to provide our apprentices with much needed exposure and experience, in line with the changing needs of today's workplace, to launch their career. We have been in business a little over a year but I personally have been engaged in professional education advancement initiatives for 5 years.

Perhaps more than anyone, you are aware of the dire statistics associated with K-12 and higher education, student loans, and youth unemployment. Rather than use this testimony to regurgitate a bunch of data, or provide a dismal assessment of the state of education, I would like to tell you in plain English where the real challenges and opportunities exist. My assessment comes from my perspective as a bridge between education and employment for young people. My passion for this area resulted from my personal experience with self directed learning, mentoring, internship, independent study, labor consulting, and leading design of a multi million dollar incentive prize aimed at driving breakthroughs in the Education space.

After reading my testimony, I hope you will agree that investment in career relevant training is vital to the success of our youth. This training provides a much-needed alternative to the seemingly limited options available to most young people, particularly those for whom affordability of continued education is a concern. Additionally, having a skilled labor force in tune with the needs of our businesses and communities benefits not only those entities, but also increases our competitive advantage as a nation.

Unleashing Young Talent into the Workforce
Below is some information to bring color to the work we have done in trying to prepare local youth for the workforce:

- 21 school visits
- Approx. 330 students spoken to during school recruitment sessions
- Partnerships with 8 Clark County School District Career and Technical Academies
- 75 total applicants (21% of students spoken too applied)

- 18 program participants (5.4% of students accepted)
- Internship credit agreements with 3 schools in the areas of Marketing, Graphic Design, and Web Design
- Work relevant curriculum developed in 7 subjects areas (both hard and soft skills)
- 12 startups, small businesses, and corporations supported apprentices and interns
- 5 youths placed in positions with Qualifyor affiliated companies (2 fulltime, 3 part time/freelance, while they pursue higher education)
- 10 active apprentices doing project work for clients to build out their personal portfolios
- 3 alumni assisting in recruitment
- 20 advisors, teachers, mentors (including 8 from host companies) activated
- 25 workshops/community events held

Ours has been a very high touch business and while we have enjoyed the opportunity to work so closely with 18 incredibly talented young people, all young people should have access to resources that strengthen their employment opportunities. In spite of this mission to aid a large number of students in employment readiness, as a for-profit startup our model is driven by market demand. And unfortunately, the skills that employers are asking for simply are not being taught outside of the Career and Technical schools in a meaningful way. Private businesses are not able to bear the weight of technical training for all young people. We owe it to our young people to provide this type of education. More importantly, the modern day workforce demands it.

Outputs of Education

Because we have all had our own experience with the school system, we have a bias about what education means and how it should occur. Let's try and imagine that we were tasked with designing a new system today. In any system there are inputs and outputs and if it is an efficient process, you are hopefully optimizing those toward a goal. In my role leading Education Prize Design for the X PRIZE Foundation, I was tasked with designing a multi-million dollar incentive prize for entrepreneurs to drive breakthroughs in the Education industry. I had the opportunity to ask dozens of people (including those in the trenches as Educators, Foundations and Government entities active in the space, as well as the visionaries and moguls guiding the innovation work of the Foundation) the question "What is the goal of Education?" The response was generally one of three answers:

1. "hmm, I've never thought about that"
2. "to help students graduate"
3. "to prepare students for college"

As we teach to our apprentices through our problem solving curriculum, in order to get at the root of a problem, you must dig deeper, asking why again and again. In this instance, going just one level deeper, when asked why they should strive for the outputs in 2 and 3 above, the response was frequently similar to the below:

"So students can be happy, healthy, and self sufficient contributing members of society"

"Contributing members of society" means different things to different people. For purposes of this discussion I would like to suggest that it means they are employable by businesses and

communities. Consider a successful business that must meet customer demands to stay afloat. It consequentially conducts market research with potential and existing customers to find out about their needs and wants, and uses this feedback to improve upon its product or service offering. Yet, the output of our education system (employable graduates) is not developed with the end user (hiring companies) in mind. An education system driven by user demands would include curriculum developed directly as a result of the types of jobs available in the marketplace. The system would provide the skills, knowledge and abilities necessary to perform those roles.

Societally, most of us have been taught that school (college included) is the logical pathway to employment. This belief encourages students to take on massive debt, which drives up their post graduation salary requirements, then graduate with degrees, which are not relevant to the workforce, and in many cases don't graduate at all. Once in the job market, only 45% of youth are happy with their chosen field of postsecondary schooling.

Our organization aims to supplement higher education by helping young people understand how to create value in the workforce, so they might make better decisions in terms of their college path, or to provide a viable alternative path to exploring their career. It should be noted that although most of the apprentices in Qualifyor are either attending college or will attend college, we are neutral on this decision.

For purposes of this discussion, it is important to note that a school intended to prepare students for collegiate success will utilize different curriculum than a school preparing students for the workforce. With that distinction in mind, below are some concrete ways in which the process of education could be improved:

- Self evaluation, career preparation, and planning should take place before the college investment is made
- College should not be the only place where people learn to be successful in the workplace
- Young people should not take on tens of thousands of dollars of debt without knowing which career paths will be available to them to pay back that money (or college attendance in and of itself is "collateral" on a loan)
- Personality tests/skills self awareness should be encouraged as early as possible (during K-12)
- Schools should communicate transparently to young people that college years can offer many valuable insights, but not all of them result in employability

Education, Employment, and Community

A key element of our in-person training program at Qualifyor has been competitions, in which our apprentices create real work deliverables for clients, to teach time management, teamwork, communication skills, peer-to-peer learning, marketing, web development, and design. We learned a lot in this process, but there are a few key insights we've used to drive innovation:

1. PORTFOLIOS; All young people need to build portfolios. The best way to distinguish themselves to a potential employer is to show, not just tell, what they are

capable of. Further, portfolios can be optimized as dynamic tools that include real time metrics, scores, and credentialing capability.

2. EXPERIENCE: Companies are hesitant to hire unproven young people without work experience. They don't understand what youth are capable of or how to manage them, and they don't have a desire to learn. To solve the "no experience, no job" and "no job so no experience" problem, we need to find low risk methods for young people to get their foot in the door – namely, things like competitions and project work. These forms of experiential learning enable young people to create real work deliverables, to demonstrate their creativity and skill without companies having to commit to a hire. They develop crucial skills like time management, teamwork, problem solving and project management.

3. EXPOSURE: Most young people (particularly low-income youth) lack access to mentors, advisors, and contacts that are crucial to securing employment. The sad fact is that most people get jobs through people they know, which means success is largely impacted by the success of your parents. In order for these youth to have a more even playing field, we need to build bridges to provide them access to professionals in exciting companies.

My experience navigating education and employment systems has led me to these convictions. I stepped off the traditional education path at the age of 13, when I chose to leave school in favor of an accredited correspondence program. I felt that the things I was learning were things I could learn on my own, much more quickly, and that school was teaching me to be a good student – a skill that would only be relevant as long as I was in school. I wanted to learn how to be a good worker – something that would impact the rest of my life.

A chance encounter with the owner of a home I was doing renovation on resulted in me moving to NYC at the age of 17 to intern at a boutique investment banking firm, and opened a whole new world of opportunity which ultimately led to me attending the Cornell University School of Industrial Relations, the top labor and employment program in the country, and re-entering the traditional education system. I was the first person in my family to go to college, and here I was at an Ivy League school. The price tag was hefty, but I felt that this exclusive institution had to be worth the hype. The same struggles I felt as a teenager in public school also existed here, in spite of the fact that I was majoring in something very practically tied to the workforce. And for the second time in my life, I began forging my own path of formal independent study, internship, and hands-on learning outside the system.

I wish I could say that I learned my lesson after my second foray into school, but my late twenties found me frustrated by the lack of innovation in my career as a labor relations rep and consultant. So I wrote another check (a.k.a. signed my life away with some very large student loan notes), and hopped back into school at the UCLA Anderson School of Management, to get my MBA. I had come from a career in which I had quickly risen through the ranks at Lockheed Martin Space Systems, negotiating labor agreements, acting as Management side counsel in arbitrations, and ultimately advising cities on their labor policies and contracts as a public sector consultant with peers decades older than me. But back in business school, I floundered. I found myself on academic probation, because I had not optimized to be a good student, I had optimized to be a good worker.

I quickly realized that the main value of business school for me would not be the curriculum or my ability to score a perfect GPA. Rather, I would leverage the connections I made there to obtain internships, create independent studies in the areas in which I wanted a career, build out a portfolio of experience (largely from unpaid roles) and get access to advice, feedback and information that people will provide when you are a student (that they would less likely to share when you are approaching them as an individual).

In the Spring of 2013, Zappos CEO and Head of the $350 Million Downtown Project (DTP), Tony Hsieh, and I began a several month dialogue. Through this discussion, we explored the type of education that leads to happiness and success at work, how we could engage employers in this discussion, and how he could use DTP to experiment with some of the more risky ideas for Higher Education disruption. Another aim was to build a talent ecosystem robust enough to staff the $100M of investments he was putting in to tech companies and small businesses in downtown Las Vegas. Rather than trying to compete head-on with talent pools like San Francisco and New York City (that are home to many top tier universities), we thought Las Vegas had a bigger opportunity to be at the forefront of the national shift away from 4 year degrees as the only viable option for talent development. We created the hypothesis for a cost effective, relevant education system that breaks down the silos between educators, employers, and the communities they serve.

With this shared vision, Tony provided seed funding for Qualifyor. I had my work cut out for me - I was coming to Las Vegas, with its reputation for it's struggling education system, high unemployment, and primary focus on the gaming industry. In spite of its business friendly tax structure, many companies outside of Nevada are hesitant to operate in Nevada because there is an assumption that they will be impossible to staff. I began reaching out to educators and employers to see first hand what the situation was. What I found shocked me – not only was there great talent here, but I also witnessed some of the most progressive scalable education programs I had ever seen, in the form of the Career and Technical Academies. There are great young minds in Nevada, but many of them leave the state in favor of better employment opportunities and never look back. On the other hand, businesses were not interested in making hires of unproven young talent who lacked experience. On top of that, they didn't know how to manage them, and were not motivated to learn.

The first school I visited was Southwest Career and Technical Academy, which provided me a tour and an opportunity to meet some of their juniors and seniors. I was completely blown away by the level of talent and professionalism I saw in these students. In particular, I remember meeting 18 year old Jonathan Cervantes, a web design major, who confidently shook my hand, handed me his business card and showed me his portfolio of web design work that he had completed as the lead of a student-run digital consulting agency. At that moment, I knew that we could launch Qualifyor in Las Vegas. We knew Jonathan would be our first Qualifyor (although we made him go through the application process just like everyone else).

A year later, Jonathan is an integral member of the Qualifyor staff (and attending college part-time) – we hired him just a few weeks after he started his internship with us. At 19, he manages our website, creates marketing materials, does social media, heads up our IT, and assists in Business Development. While Jon is remarkable, he is not alone – in our recruitment process we have met dozens of incredible young people who are leaps and

bounds ahead of their peers from an employability perspective, because they have gone through the Career and Technical Academy curriculum and built portfolios of work under conditions that closely mimic real world workforces. In our last round of recruiting, we had 50 applicants and were unable to accept any of the comprehensive school student applicants, not because they are not bright, passionate youths, but because the employers we work with require a portfolio of experience and skills we that we haven't yet seen from our comprehensive school applicants.

5 out of 8 members from our inaugural class are now working either full time or as consultants for Qualifyor affiliated companies, and we have a new class of 10 16-18 year olds building portfolios of real client work, learning about their skills and passions. They will go to college with hands-on experience guiding their choice of major and improving their chances of finding a post college career in line with their interests and abilities. Those who opt to postpone college in favor of going directly to the workforce do so with a portfolio of actual work to demonstrate their capacity, rather than just a transcript of grades.

Technology Diffusion

Today, the speed of technological innovation is exponential – billion dollar companies rise and fall seemingly overnight. Things we learn quickly become irrelevant, and daily life requires adaptability with ever changing devices, platforms, and technologies. The landscape is not only constantly changing, but also changing much more rapidly than ever before. In conflict with this pace, the structure of the current education system requires long lead-time to approve coursework and curricula. Where we used to be able to determine a curriculum based on existing professions, we now have no idea what will exist in a year, let alone several years from now.

Education is decentralizing, with various online platforms offering e-learning curriculum, improved software for learning, and hybrid online/offline models, this is combined with achievement badging capabilities, digital portfolios and other credentialing tools. As more individuals opt into these educational opportunities and platforms for tracking education, and the bachelor's degree ceases to be the only viable credential, companies will then have an even greater volume of applicants through which to search. This means the people who have hard evidence of their competency and capacity will have an edge in the labor market.

Insufficient dialogue exists between employers and educators. Less than half of youth and employers think new grads are adequately prepared for work while 72% of educators think that[1]. This is exemplified by the lack of coding proficiency we have found even among students in the career and technical academies, despite the fact that they are majoring in this field. After digging into why the students weren't learning more server based applications like WordPress, or other commonly used server based platforms, we were informed that the career and technical academies had been asked not to teach the more relevant programs by the local college professors who were concerned that the career and technical academy curriculum would surpass the college level curriculum. The belief being that if students learned it in high school, there would be nothing to teach them in college. It wasn't an issue of the students being incapable of learning at a younger age, but rather of institutions being too bureaucratic to keep up with the real needs of the workforce.

[1] http://mckinseyonsociety.com/downloads/reports/Education/Education-to-Employment_FINAL.pdf

There are currently over 3 million unfilled US jobs, and the chief complaint from companies is that candidates lack the necessary skills to fill them. A report from Georgetown[2] shows that 65% of all new job openings by 2020 will require some form of post-secondary education or training. According to the Federal Reserve Bank of New York, there are nearly 39 million borrowers carrying more than $1 trillion of federal student debt with the highest default rate since 1995, at $8 billion. More than 40 percent of recent U.S. college graduates are underemployed or need more training to get on a career track, with climbing rates for minorities and certain states. When youth are employed, it is often on the principle of "Last in, first out" – assumed to not have families so they are the last to be hired and the first to be fired when cuts come. There is evidence that an increasing number of young people, out of necessity are turning to the informal sector for their livelihood. The intermediary zone between unemployment and traditional employment is characterized by part-time jobs that often lack the benefits and security of regular employment.

What is needed is a fundamental re-thinking of education as it links to employment, in which educators, both traditional and new, develop courses and curriculums that are influenced by the specific demands of the labor market. Bridging this gap involves both sides of the equation. On the company side it involves awareness and transparency about the volume and nature of jobs available. Where is the demand? What are the specific duties and skills associated with these roles, and what sorts of deliverables could an individual complete in order to show mastery?

This model of "hire learning," begins with an improved dialogue and transparency between educators and employers to understand:

1. talent demand forecasts in the short and long term (both at company and industry level)
2. volume of jobs available
3. gaps in skills available and needed
4. how to build self awareness and assess culture fit
5. prevailing wages for talent types and levels
6. optimization of learning tools and platforms or particular skill sets: e-learning, p2p, project based, classroom model, etc.

Partnerships like this would be a modern day modification of Germany's Berufsschule and Switzerland's Vet – examples of international models that have long integrated companies, business networks and educators to improve the employment ecosystem.

School systems must be responsive to this information by providing educational opportunities which involve real world projects, such that people who are motivated to demonstrate their skill set, regardless of education, have an opportunity to learn while doing, and can offer benefits to the communities around them

Conclusion

After reading my testimony, I hope you see how important investment in career and technical training is to the success of our youth. My experience working with young people trained in

[2] http://studentaid.ed.gov/about/data-center/student/portfolio

this way has demonstrated its utility, both in terms of preparing young people for college and/or career decisions, as well as providing an equalizing mechanism by which low income youth have an opportunity to excel and take the reigns of their own economic improvement and success. Thank you for your consideration.

Chairman KLINE. Thank you.

Got to get your microphone there. Mr. Aleman, you are recognized for 5 minutes.

STATEMENT OF ALAN ALEMAN, STUDENT, COLLEGE OF SOUTHERN NEVADA, NORTH LAS VEGAS, NEVADA

Mr. ALEMAN. Chairman Kline, Mr. Scott, and members of the Committee, thank you for inviting me here today to tell my story. My name is Alan Aleman, and my American Dream began when I came to this country at the age of 11. Many opportunities came into my life. I can say, in my own opinion, that I attended one of the best high schools here in southern Nevada, Southeast Career and Technical Academy, SECTA High School.

My parents came to this country looking for a better future and education, and that was what SECTA High School gave me. SECTA High School not only gave me an education, but also gave me the necessary tools to succeed in life and in my career. I applied to SECTA High School because one of my dreams is to become a doctor. SECTA had a medical program that I knew would be great for my career. When I received my acceptance to SECTA, I was very enthusiastic. I felt like I was finally reaching my goals.

My freshman year was amazing. I felt welcomed and appreciated. I came across teachers that cared about me and my future. They would always be there for me for any questions, and they would never criticize me for being undocumented. Instead, they pushed me to pursue my dreams.

Unfortunately in my sophomore year I got the sad news that I was not going to be able enroll into the medical program because of the lack of nine digits, a social security number. Due to this setback, I decided to change to the business program instead, which was office technology, and I do not regret it whatsoever.

While I was a business major, there were many internships available to students that involved my career and technical skills. I knew I was capable, but many of the internships required a social security number, and without authorization to work, I could not participate. It was sad to see that many of my U.S. citizen friends were taking advantage of these opportunities, and I was not. I was, however, able to obtain certifications that I knew were going to help me in an office job: Microsoft Office Application Specialist in Word, Excel, and PowerPoint. These are certifications that many office employers would seek in a potential employee.

I was excited that I graduated from high school in 2010, but skeptical. I knew I had the necessary skills to obtain a good job where I could utilize my certifications, but because of my immigration status, I could not be employed in a job like that. Despite that, I was determined to pursue college. Luckily in the State of Nevada, I can go to college without a social security number. I have to go part time due to working full time because I am not eligible for financial aid due to my immigration status. After I graduate from college, I hope to go on and become a doctor and someday be in the Air Force to serve my country.

In 2011, I became an executive board member of the Latino Youth Leadership Alumni, the LYLA, to represent them at the Latin Chamber of Commerce as a board member. At the beginning

I was nervous because I knew it was a professional environment, but I knew I was ready thanks to what I learned at my SECTA High School. In 2010, I was voted to be the youth board member at the Southern Nevada American Red Cross Chapter. I still serve on all three boards, and I know I have been successful in these professional settings due to the skills I learned at SECTA.

On October 17, 2012 I was approved for DACA, which changed my life. I was partially given the opportunity to live without fear, get a decent job, and finally obtain something that I saw my friends getting in high school, a driver's license. Hermandad Mexicana Transnacional offered me a job, in which I was finally applying the skills I learned at SECTA in a real job. Prior to DACA, I was not working in a job like this.

DACA is temporary and not sufficient. I still do not know if I am going to be able to enroll in medical school, and DACA does not give me a path to citizenship. We need a common sense approach to fix these problems. DREAMers and families are tired of seeing and listening to unsupportive excuses just to avoid this topic. Many U.S. citizen students cannot concentrate at school because they are afraid of their parents being removed from this country.

It is sad to see that many in the House of Representatives say they support DREAMers, but yet they vote against us, and that puts DACA at risk over and over. I loved being a student at SECTA, but what good is it to learn the skills and then have no options to go forward with my dreams? I think Congress should support schools like SECTA and other schools through the Perkins Career and Technical Education Act.

It is heartbreaking that many families are being separated by this Administration and because some members care more about their political affiliation than what the American people want: a path to citizenship. Members of this committee, I would like to ask you to take action on this matter instead of perpetuating it. Many dreams, futures, and families depend on you. Do it for the greater good of this country, the United States of America.

Again, I want to thank you for the opportunity to testify before you and to express my career and technical education here in Clark County School District, and, more importantly, on the need for congressional action on the DREAM Act and on comprehensive immigration reform.

[The statement of Mr. Aleman follows:]

Testimony of Alan Aleman

Before the U.S. House of Representatives
Committee on Education and the Workforce

Full Committee Hearing on *"Reviving Our Economy: How Career and Technical Education Can Strengthen the Workforce"*

March 18, 2014

Chairman Kline, Mr. Scott, and members of the Committee; thank you for inviting me here today to tell my story. My name is Alan Aleman, and my American Dream began when I came to this country at the age of 11; many opportunities came into my life. I can say, in my own opinion, that I attended one of the best high schools in Southern Nevada. I attended Southeast Career Technical Academy, or SECTA high school, formerly known as Vo-Tech High school.

My parents came to this country looking for a better future and education, and that was what SECTA high school gave me. SECTA high school not only gave me education but also gave me the necessary tools to succeed in life and in my career. I applied to SECTA high school because one of my dreams is to become a doctor. SECTA had a medical program that I knew would be great for my career. When I received my acceptance to SECTA high school in June 2006, I was very enthusiastic. I felt like I was finally reaching my goals.

My freshman year was amazing! I felt welcomed and appreciated; I came across teachers that cared about me and my future like; Mrs. Arroyo and my English teacher; Mrs. Harris. She would always be there for me for any questions, and she would never criticize me for being undocumented, instead she pushed me to pursue my dreams.

Unfortunately in my sophomore year I got the sad news that I was not going to be able enroll into the medical program at SECTA due the lack of 9 digits; a social security number. Due to this setback, I decided to change the business program instead; which was Office Technology and I do not regret it whatsoever. As part of the Office technology program I became a member Future Business Leaders of America (FBLA). One of my favorite projects as a FBLA member was the *American Enterprise Day*. I still remember making cards in both languages; English and Spanish and placing them on the cafeteria tables with the meaning of what the American Enterprise was.

While I was in the business major, there were many internships available to students that involved my career and technical skills. I knew I was capable, but many of the internships required a social security number, and without authorization to work, I could not participate. It was sad to see that many of my US citizen friends were taking advantage of these opportunities and I was not able to. I was; however, able to obtain certifications that I knew were going to help me in an office job; Microsoft Office Application Specialist in

Word, Excel, and PowerPoint 2007. These are certifications that many office employers would seek in a potential employee.

I was excited that I graduated from high school but skeptical. I knew I had the necessary skills to obtain a good job where I could utilize my certifications, but because of my immigration status, I could not be employed in a job like that. Despite that, I was determined to pursue college. Luckily, in this state of Nevada, I can go to college without a social security number. I have to go part time due to working full time because I am not eligible for financial aid thanks to my immigration status. After I graduate from CSN, I hope to go on and become a doctor or someday be in the Air Force and serve my Country.

In 2011 I became an Executive Board member of the Latino Youth Leadership Alumni (LYLA) to represent them at the Latin Chamber of Commerce as a board member. At the beginning I was nervous because I knew it was a professional environment, but I knew I was ready thanks to what I learned at SECTA. In 2012 thanks to the endorsement of Maggie Petrel, a board member of the Latin chamber of commerce, I was voted on to be the youth board member at the Southern Nevada American Red Cross. I still serve on all three boards, and I know I have been successful in these professional settings thanks to the skills I learned at SECTA High School.

The Deferred Action for Childhood Arrivals (DACA) announcement of June 15, 2012 changed my life. I was partially given the opportunity to live without fear, get a decent job and finally to obtain something that I saw my friends getting in high school, a drivers license. On October 17, 2012 I was approved for DACA, I felt like a weight was lifted off my shoulders. Hermandad Mexicana Transnacional offered me a job, in which I was finally applying the skills I learned at SECTA in a real job. Prior to DACA, I was not working in a job like this.

DACA is temporary and not sufficient, I still do not know if I am going to be able to enroll in medical school and DACA does not give me a path to citizenship. We need a common sense approach to fix these problems. DREAMers and families are tired of seeing and listening to unsupportive excuses just to avoid this topic. Many US citizen students can not concentrate at school because they are thinking about "what –if my parents do not come pick me up because they got removed from this country."

It is sad to see that many in the House of Representatives say they support DREAMers but yet, they vote against us and that puts DACA at risk over and over again. I loved being a student at SECTA, but what good is it to learn the skills and then have no options to go forward with my dreams. I think Congress should support schools like SECTA and other schools through the Perkins Career and Technical Education Act.

It's heart breaking that many families are being separated by this administration and because some members care more about their political affiliation than what the American People want: A path to citizenship. Members of this committee I would like to ask you to take action on this matter, instead of perpetuating it. Many dreams, futures, and families

depend on you. Don't do it for your political affiliation, but do it for the greater good of this country; The United States of America.

Again, I want to thank you for the opportunity to testify before you today on my experience with career and technical education here in CCSD, and more importantly on the need for Congressional action on the DREAM Act and comprehensive immigration reform.

Chairman KLINE. Thank you.

Professor Morrison, you are recognized for 5 minutes.

STATEMENT OF ANGELA MORRISON, VISITING PROFESSOR, WILLIAM S. BOYD SCHOOL OF LAW, UNIVERSITY OF NEVADA, LAS VEGAS, NEVADA

Ms. MORRISON. Good afternoon. I thank Chairman Kline and the Committee for inviting me to testify this afternoon. I commend the committee for its focus on such an important topic.

While programs under the Perkins Career and Technical Education Act provide a means for State and local leaders to develop programs that encourage successful transitions from secondary training to post-secondary training to careers for many young people, a substantial number of young people stall at the secondary level due to their own immigration status or that of their parents. By not providing a method for these young people or their parents to regularize their immigration status, the United States is squandering the enormous contributions that these young people could make to the United States.

Children in the United States have the right to a public, K–12 education regardless of their immigration status. However, three aspects of our current immigration system means that some young people in whom we have invested are left out in the cold when it comes to further developing their skills through post-secondary education and transitioning into the workforce. First, and perhaps most obvious, young people who are unauthorized are unable to work in the wake of legislation passed in the 1986 Immigration and Reform Control Act, which made hiring unauthorized workers a crime.

The Deferred Action for Childhood Arrivals Programs program allows some young people to temporarily overcome the challenge of work authorization because approval under the program comes with work authorization for a period of 2 years. Around 1.09 million young, unauthorized immigrants meet the age, entry, and eligibility requirements of DACA, and United States Citizenship Services has approved over half a million applications. Nonetheless, DACA bestows no immigration status, and is merely an exercise of the Administration's prosecutorial discretion authority.

Second, unauthorized immigrant youth, even those with DACA, face tremendous challenges in obtaining post-secondary education and training. It is up to individual States whether to grant in-State tuition to unauthorized students or even allow unauthorized students to enroll. And when unauthorized immigrants do enroll, they are unable to access Federal financial aid, including, grants, loans, and work study programs.

Finally, the United States immigration system negatively impacts the educational and career opportunities of U.S. citizen children whose parents are unauthorized. An estimated 4.5 million United States citizen children have an unauthorized immigrant parent. And from 2010 to 2012, DHS effected 204,810 removals that involved the parents of U.S. citizen children. The removal of a United States citizen child's parent can result in the de facto removal of that child. The immigration arrest or removal of a parent

can also impact the child's ability to successfully participate in school.

Through my work supervising student attorneys at UNLV Law School's Thomas and Mack Legal Clinic, I have assisted young people who are unauthorized immigrants and interacted with young U.S. citizens whose parents are facing removal. The experiences of two young people illustrate the challenges our immigration laws pose to the successful transition from secondary education to post-secondary education and careers.

Yesenia's parents brought her to the United States when she was only 18 months old. Yesenia was an outstanding student even as early as elementary school. She had dreamed of attending college ever since she was young, and her family encouraged her dream. She found out that she had no immigration status when she was only 9 years old. Despite her unauthorized status, Yesenia was able to complete high school and enroll at UNLV. She graduated magna cum laude in 2010, and remarkably she was able to do this despite a lack of Federal financial aid or work. The clinic eventually was able to get Yesenia DACA in June of 2012, and she received deferred action. Importantly, she received work authorization for a period of 2 years.

Johan is a United States citizen, but both of his parents were present in the United States without authorization. The clinic met Johan when ICE sought to remove his mother. When Johan was 13 years old and a successful middle school student achieving high grades, ICE removed his father from this country. Within the next few months, his mother suffered a stroke, they lost their family home, and then ICE picked up his mother. Needless to say, Johan's grades plummeted, and he experienced almost debilitating stress and anxiety over the possible removal of his mother. The clinic was able to obtain a temporary stay. He is now 15 years old, doing well, and in ROTC, and has an interest in becoming a software engineer.

The removal of young, unauthorized immigrants like Yesenia, the de facto removal of United States citizen children like Johan, and the lack of opportunity for unauthorized young people who remain without the ability to work or enroll in post-secondary education and training programs represent a gap in the United States career and technical education programs that can only be addressed through immigration reform. Any legislation or policies that this committee considers must take account of this in order to truly revive our economy. Thank you.

[The statement of Ms. Morrison follows:]

Testimony to the U.S. House of Representatives,
Committee on Education and the Workforce
"Reviving Our Economy: How Career and Technical Education Can Strengthen the Workforce"

March 18, 2014

Angela D. Morrison
Visiting Assistant Professor
Thomas & Mack Legal Clinic, William S. Boyd School of Law
University of Nevada, Las Vegas

Good afternoon Chairman Kline and Committee members. I thank the Chairman and the Committee for inviting me to testify this afternoon. I am pleased to present testimony regarding "Reviving Our Economy: How Career and Technical Education Can Strengthen the Workforce" and commend the Committee for its focus on such an important topic.

While programs like the Perkins Career and Technical Education Act provide a means for state and local leaders to develop programs that encourage successful transitions from secondary skills training to postsecondary skills training to careers for many young people, a substantial number of young people stall at secondary skills training due to their own immigration status or that of their parents. By not providing a method for these young people or their parents to regularize their immigration status, the United States is squandering the enormous contributions that these young people could make to the United States.

Legal Framework—Education/Training, Access to Financial Aid & Unauthorized Immigrants

Currently, we are investing in the education of children and being denied a return on our investment through the operation of various laws governing noncitizens. Children in the United States have the right to a public, K-12 education regardless of their immigration status.[i] In 1982, the United States Supreme Court considered whether the State of Texas could exclude children who were in the United States without authorization from the state's public, K-12 education system.[ii] The Court found the Equal Protection Clause of the Fourteenth Amendment prohibited the state from treating unauthorized children different from other children in Texas because no substantial state interest justified it.[iii]

However, three aspects of our current legislative framework and policy mean that young people who have the right to K-12 education and in whom we have invested are left out in the cold when it comes to further developing their skills through postsecondary education and transitioning into the workforce. First, and perhaps most obvious, young people who are unauthorized are unable to work in the wake of legislation passed in 1986.[iv] The Immigration and Reform Control Act (IRCA) made hiring unauthorized

workers a crime.[v] As others have noted, the employer sanctions implemented through IRCA, "can be seen as an example of Congress reaching into the employment arena to fulfill the enforcement aspect of immigration regulation."[vi] There are two impacts of this law that are relevant to my testimony today—unauthorized immigrants who are enrolled in secondary education programs that encourage internships as a means to further their technical skills are unable to participate due to IRCA and its progeny; and once unauthorized immigrants complete their secondary education they are unable to transition into the workforce since they have no work authorization.

The Deferred Action for Childhood Arrivals (DACA) program allows some young people to temporarily overcome the challenge of work authorization because approval under the program comes with work authorization for a period of two years. The Migration Policy Institute estimates that 1.09 million young, unauthorized immigrants meet the age, entry, and eligibility requirements of DACA.[vii] Ten percent of DACA eligible young people have earned at least an associate's degree, and "an additional 22% are enrolled in college."[viii] Most of them are between the ages of "18 to 26 years old—the prime age for either entering the workforce or attending college."[ix] Currently, United States Citizenship Services has received 610,694 DACA applications and approved 521,815.[x] Nonetheless, DACA bestows no immigration status and is merely an exercise of the administration's prosecutorial discretion authority.

Second, unauthorized immigrant youth, even those with DACA, face tremendous challenges in obtaining postsecondary education and training. It is up to individual states whether to grant in-state tuition to unauthorized students or even allow unauthorized student to enroll.[xi] And, when unauthorized immigrants do enroll they are unable to access federal financial aid, including, grants, loans, and work study programs.[xii]

Finally, the United States immigration system negatively impacts the educational and career opportunities of United States citizen children whose parents are unauthorized. An estimated 4.5 million United States citizen children have an unauthorized immigrant parent.[xiii] In a period spanning two years--2010 to 2012, the Department of Homeland Security effected 204,810 removals that involved the parents of United States citizen children.[xiv] Not only can the removal of a United States citizen child's parent(s) result in the de facto removal of that child, but also the immigration arrest of a parent can impact the child's ability to successfully participate in school. One long-term study conducted by The Urban Institute in February 2010, found that children whose parents were arrested by immigration authorities suffered declining academic performance and behavioral problems in school in the six-month period after their parents' arrest.[xv]

Case Examples

Through my work supervising student attorneys in the Thomas & Mack Legal Clinic, I have assisted young people who are unauthorized immigrants and interacted with young U.S. citizens whose parents are facing removal. The Clinic takes on pro bono legal representation of noncitizens in a variety of immigration matters. The experiences of two

young people illustrate the challenges our immigration laws pose to the successful transition from secondary education to postsecondary education and careers.

- Yesenia's parents brought her to the United States when she was only 18 months old. Yesenia was an outstanding student even as early as elementary school. She had dreamed of attending college ever since she was young and her family encouraged her dream. She found out that she had no immigration status when she was nine years old. Despite her unauthorized status, Yesenia was able to complete high school and enroll at UNLV. Yesenia continued to excel at UNLV where she made the Dean's list, received a university-wide award for research, and graduated from UNLV *magna cum laude* in 2012. Remarkably, Yesenia was able to do this despite her inability to access federal financial aid or work. The Clinic met Yesenia in the Fall of 2011 (her senior year at UNLV), after Immigration and Customs Enforcement had picked up her family. Yesenia had no pathway to obtain legal status and at the time the best she could hope for was to request that ICE exercise its prosecutorial discretion and stay her removal. Yesenia received a temporary stay on her removal but her future ability to remain was uncertain. After the administration announced its program for Deferred Action for Childhood Arrivals (DACA) in June 2012, Yesenia was able to apply for DACA and receive deferred action and, importantly, work authorization for a period of two years. Yet, Yesenia's continued ability to remain and for the United States to benefit from the investment it has made in this remarkable young woman's education is tenuous without passage of a bill like the DREAM Act that would allow young people like Yesenia to regularize their immigration status.

- Johan is a United States Citizen but both of his parents were present in the United States without authorization. The Clinic met Johan when Immigration and Customs Enforcement sought to remove his mother. When Johan was 13 years old and a successful middle school student achieving high grades—mostly As & Bs—ICE removed his father from this country. Within the next few months, his mother suffered a stroke, they lost their family home, and then ICE picked up his mother. Needless to say, Johan's grades plummeted and he experienced almost debilitating stress and anxiety over the possible removal of his mother. The Clinic was able to obtain a temporary stay of removal for Johan's mother but this stay is tenuous. Johan is now 15 years old and again doing well in school. He is in ROTC and has an interest in becoming a software engineer; yet, this all depends on his ability to remain in the United States. Even though Johan is a United States Citizen, should his mother be removed while he is underage, he will be effectively removed as well. Again, without a permanent solution that would allow Johan and the parents of other United States Citizen children like Johan to regularize their status, we continue to run the risk of effectively "deporting" children like Johan who could make tremendous contributions to our economy and economic security.

Conclusion

In both instances, that of young people who themselves are without immigration status and that of young people who are effectively deported due to their parents' immigration status, the United States workforce does and will continue to suffer. I, therefore, urge this Committee to take account of young people like Yesenia and Johan by supporting and recommending Comprehensive Immigration Reform or, at a minimum, the passage of the DREAM Act as a means to strengthen our workforce.

Moreover, legislation like HR 4138, the ENFORCE Act, and HR 3973, the Faithful Execution of the Law Act, undermine the only (albeit limited) relief deserving young people like Yesenia have available to them. Attacking programs such as the Deferred Action for Childhood Arrivals or Parole in Place will, for the reasons I have already discussed, result in even more young people left unable to pursue promising futures that will benefit the United States. The removal of young unauthorized immigrants, the de facto removal of United States citizen children, and the lack of opportunity for unauthorized young people who remain without the ability to work or enroll in postsecondary education and training programs represent a gap in the United States' career and technical education programs that can only be addressed through immigration reform. Any legislation or policies that this committee considers must take account of this in order to truly revive our economy. Thank-you.

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[i] *See* Plyler v. Doe, 457 U.S. 202 (1982).
[ii] *Id.* at 205.
[iii] *Id.* at 230.
[iv] Immigration Reform and Control Act of 1986, Pub. L. No. 99-603, § 101(a)(1) (codified as amended at 8 U.S.C. § 1324a (2012)).
[v] INA § 274A, 8 U.S.C. § 1324a(a) (2012).
[vi] *See, e.g.*, Leticia M. Saucedo, *Immigration Enforcement Versus Employment Law Enforcement: The Case for Integrated Protections in the Immigrant Workforce*, 38 Fordham Urb. L. J. 303, 305 (2010).
[vii] JEANNE BATALOVA, ET AL., DEFERRED ACTION FOR CHILDHOOD ARRIVALS AT THE ONE YEAR MARK: A PROFILE OF CURRENTLY ELIGIBLE YOUTH AND APPLICANTS (MPI 2013) at 3.
[viii] *Id.* at 7.
[ix] *Id.* at 9.
[x] USCIS, *DACA Quarterly Report FY14Q1* (Feb. 6, 2014).
[xi] *See generally* Michael A. Olivas, *IIRIRA, The DREAM Act, and Undocumented College Student Residency*, 30 J. Coll. & U. L. 435 (2004) (describing the interaction

between federal law and the labyrinth of various state laws, regulations, and individual institution guidelines regarding the enrollment and tuition of unauthorized immigrants).

[xii] 20 U.S.C. § 1091(a)(5).

[xiii] JEFFREY S. PASSEL & D'VERA COHN, UNAUTHORIZED IMMIGRANT POPULATION: NATIONAL AND STATE TRENDS, 2010 (Pew Hispanic Center 2011) at 13.

[xiv] Seth Freed Wessler, *Nearly 205K Deportations of Parents of U.S. Citizens in Just Over Two Years*, Colorlines (Dec. 17, 2012), *available at* http://colorlines.com/archives /2012/12/us_deports_more_than_200k_parents.html.

[xv] AJAY CHAUDRY, ET AL., FACING OUR FUTURE: CHILDREN IN THE AFTERMATH OF IMMIGRATION ENFORCEMENT (Urban Institute 2010) at 50-53. The report also notes that when schools served a "role in offering stability and structure" children experienced positive long term adjustments. *Id.* at 53.

Chairman KLINE. Thank you.

Mr. Woodbeck, you are recognized for 5 minutes.

STATEMENT OF FRANK R. WOODBECK, DIRECTOR, NEVADA DEPARTMENT OF EMPLOYMENT, TRAINING, AND REHABILITATION, LAS VEGAS, NEVADA

Mr. WOODBECK. Good afternoon, and thank you, Chairman Kline, Congressman Heck, Congressman Titus, and members of the committee. Thank you for inviting me here today to discuss career and technical education and training programs that promote industry alignments to strengthen the economy and workforce in Nevada.

I am Frank Woodbeck. I am director of the Department of Employment, Training, and Rehabilitation, also known as DETR. DETR's mission is to provide Nevada's businesses with access to a qualified workforce, support the career and training goals of job seekers, and encourage equal employment opportunities for all Nevadans, including those with disabilities. In unification with that mission, DETR continues to seek innovative ways to carry out its historic safety net responsibilities even more intently in response to the great recession that our Nation endured throughout the past 7 years.

Governor Sandoval recognizes the department as the architect that designs and promotes collaborations with Nevada's Department of Education, Nevada System of Higher Education, also known as NSHE, including the community colleges, the Governor's Office of Economic Development, and the school districts to deliver pathways for careers and vocations to the unemployed, underemployed, and yet to be employed citizens of Nevada. Nevada's career and technical academies, signature academies, and STEM-related magnet schools play a vital role in our efforts to promote high demand occupations to youth who will be entering the workforce over the next decade.

DETR serves as the State's workforce development arm, providing numerous labor-related services through its divisions. DETR manages 10 Nevada JobConnect offices, which provide job seekers with resources for job searching, skills assessment and training, and provides employers with assistance in finding qualified employees. Thousands of job seekers utilize the JobConnect centers daily, while business service representatives serve employers by offering space for hiring events, access to tax incentives, and resources related to on-the-job-training programs.

When the great recession hit in 2007, demands for DETR's services ramped up exponentially. When Governor Sandoval assumed office, he realigned economic development efforts and quickly brought DETR into the fold as a major contributor to economic development activities. If Nevada is to survive another economic downturn in the future, it must focus on attracting a diverse cadre of industries to do so. And in order to do so, it must have a skilled workforce in place that can sustain a globally competitive economy.

GOED, or the Office Economic Development, commissioned a study of Nevada's economy by the Brookings Institute. Findings concluded that Nevadans needed to focus on nine sectors for economic development and workforce expansion. From this study and with legislative action, DETR formed the Governor's Workforce In-

vestment Board's industry sector councils to initiate workforce development activities in these sectors that include high demand occupations of the future. These industry sectors include: healthcare and medical services; clean energy and sustainability; tourism, gaming, and entertainment; aerospace and defense, information technology; logistics and operations; mining and materials; agriculture; and manufacturing.

Utilizing the findings of the industry sector councils, the Governor's Board provides guidance to the local workforce boards for investment of Workforce Investment Act funding in training for the unemployed, underemployed, and young adults.

Each industry sector council is designed to number approximately 22 to 25 volunteer members, and at least 51 percent of the membership comes with being business executives coming from those the industry sectors, including CEOs, COOs, and human resource executives. These industry sector councils are a component of a historic collaboration between the Governor's Workforce Investment Board, the Economic Development Board, DETR, and the higher education, and will yield investment and workforce training and development that will serve Nevada's industry growth of today and the future.

All of the industry sector councils have established strategic plans, and are underway with initiatives to support growth within their respective sectors. For example, the healthcare sector and medical services sector have planned a workforce investment summit for April 8th to bring together various stakeholders from across the State for input on current and future workforce demands to best prepare for an adequate supply of healthcare workers to meet healthcare delivery needs in Nevada. Additionally, on the healthcare front, the Robert Wood Johnson Foundation awarded Nevada a $150,000 planning grant for the Future of Nursing State Implementation Program to help prepare nursing professionals to address healthcare challenges.

In 2013, the Nevada legislature passed SB 345 and codified the formation of the Nevada STEM Advisory Council, of which I am a member. The purpose of the council is to develop a strategic plan for the development of educational resources in the disciplines of science, technology, engineering, and mathematics to serve as a foundation for workforce development, college preparedness, and economic development for the State. Nevada is experiencing a significant shortage in the workforce for those STEM-related skills.

Career and technical education in Nevada is organized under 16 nationally recognized career clusters. And the basis of CTE is the course sequence commonly known as the CTE program. There are over 70 CTE programs in secondary education here with career pathways ranging from health sciences to information technology. In Nevada, more than 50,000 students in grades nine through 12 are enrolled in CTE courses. In the 2012 to 2013 school year, Nevada's cohort graduation rate was 70.65 percent. For students who earned two or more credits of CTE coursework, Nevada's cohort graduation rate was 87.75 percent.

DETR recently partnered with the NSHE and community colleges statewide to open Nevada Workforce Development Centers in support of Nevada's economic development efforts. The first center

opened last fall at the College of Southern Nevada at the Cheyenne campus. Now, these centers are part of our vision to bring education and workforce development together to help advance economic development throughout the State.

I would like to thank the committee for its attention this afternoon and for allowing me to submit this particular testimony. Thank you very much.

[The statement of Mr. Woodbeck follows:]

BRIAN SANDOVAL
GOVERNOR

FRANK R. WOODBECK
DIRECTOR

OFFICE OF THE DIRECTOR

Written Testimony of Frank R. Woodbeck
Director
Nevada Department of Employment, Training and Rehabilitation

Before the
Education and the Workforce Committee
U.S. House of Representatives

"Educational Collaborations to Promote Industry Alignments to Strengthen Nevada's Workforce"

March 18, 2014

Good morning Chairman Kline, Congressman Heck and members of the Committee. Thank you for inviting me here today to discuss career and technical education and training programs that promote industry alignments to strengthen the economy and workforce in Nevada.

I am Frank Woodbeck, Director of the Nevada Department of Employment, Training and Rehabilitation (*aka* DETR). DETR's mission is to provide Nevada's businesses with access to a qualified workforce, support the career and training goals of jobseekers and encourage equal employment opportunities for all Nevadans, including those with disabilities. In unification with that mission, DETR continues to seek innovative ways to carry out its historic *safety net* responsibilities even more intently in response to the *Great Recession* that our nation has endured throughout the past seven years. Governor Sandoval recognizes the Department as the architect that designs and promotes collaborations with Nevada's Department of Education, the Nevada System of Higher Education, including the community colleges, the Governor's Office of Economic Development (GOED), and the school districts to deliver pathways for careers and vocations to the unemployed, under-employed and yet-to-be employed citizens of Nevada.

Nevada's Career and Technical Academies, Signature Academies and STEM-related magnet schools play a vital role in our efforts to promote high demand occupations to youth who will be entering the workforce over the next decade.

Background

DETR serves as the state's workforce development arm, providing numerous labor-related services through its divisions. DETR manages 10 Nevada *JobConnect* offices, which provide job seekers with resources for job searching, skills assessment and training, and provides employers with assistance in finding qualified employees. Thousands of job seekers utilize the *JobConnect* centers daily, while business service representatives serve employers by offering space for hiring events, assess to tax incentives and resources related to on-the-job-training programs. DETR also includes:

- The Nevada Equal Rights Commission, which investigates claims of discrimination in the workplace, in housing and places of public accommodations;
- The Rehabilitation division, which encourages employers to hire people with disabilities, and works with people with disabilities on training and job placement; and,
- The Research and Analysis Bureau which maintains statewide labor statistics and reports the monthly unemployment rate and economic standing.

When the Great Recession hit in 2007, demand for DETR's services ramped up exponentially. When Governor Sandoval assumed office he realigned economic development efforts and quickly brought DETR into the fold as a major contributor to the economic development activities. If Nevada is to survive another economic downturn in the future it must focus on attracting a diverse cadre of industries. In order to do so, it must have a skilled workforce in place that can sustain a globally competitive economy.

The Governor's Office of Economic Development (*aka* GOED) commissioned a study of Nevada's economy by the Brookings Institute. Findings concluded that Nevada should focus on nine sectors for economic development and workforce expansion. From this study and with legislative action and support, DETR formed the Governor's Workforce Investment Board's

industry sector councils to initiate workforce development activities in these sectors that include high demand occupations of the future. These industry sector councils include:

- Health Care and Medical Services
- Clean Energy and Sustainability
- Tourism, Gaming and Entertainment
- Aerospace and Defense
- Information Technology
- Logistics and Operations
- Mining and Materials
- Agriculture
- Manufacturing

Utilizing the findings of the industry sector councils, the Governor's Board provides guidance to the local boards for investment of Workforce Investment Act funding in training for the unemployed, underemployed and young adults seeking a successful career in the Nevada economy of the future.

Each industry sector council is designed to number approximately 22 – 25 volunteer members; at least 51% of the membership is business executives from the industry sectors, including CEOs, COOs, and human resource executives. Furthermore, each industry sector council includes a representative from GOED, the Department of Education, the Nevada System of Higher Education (NSHE), the community colleges, the Nevada Legislature, local elected officials, labor representatives, the Regional Development Authority, a staff economist from DETR's Research and Analysis division, and representatives from the two local workforce investment boards. These industry sector councils are a component of an historic collaboration between the Governor's Workforce Investment Board, GOED and DETR and will yield investment in workforce training and development that will serve Nevada's industry growth of today and the future.

All of the industry sector councils have established Strategic Plans and are underway with initiatives to support growth within their respective sectors. For example, the Health Care and

Medical Services sector council has planned a workforce summit for April 2014 to bring together various stakeholders from across the state for input on current and future workforce demands to best prepare for an adequate supply of health care workers to meet health care delivery needs in Nevada. The goal is to provide a roadmap for businesses, educators and government leaders to address health care workforce challenges and opportunities to identify proposed solutions.

Additionally, on the health care front, the Robert Wood Johnson Foundation awarded Nevada a $150,000 grant for the Future of Nursing State Implementation Program to help prepare nursing professionals to address health care challenges. DETR matched the grant with $50,000. The grant is a partnership of DETR, GOED, NSHE, Nevada Action Coalition, and the Nevada Hospital Association.

The Workforce Investment Act of 1998 is an important framework for Nevada's workforce development activities. It is meant to be customer-focused, providing us the guidance we need to ensure job seekers have access to valuable training programs and other workforce related services. However, if we are to meet the ever changing demands that the recession has placed on the state's workforce, we need flexibility to craft innovative programs at the state level that are aligned with our training needs, while still maintaining accountability for the expenditure of funds. We have been extremely successful in implementing a number of programs with our economic development and education partners.

Science, Technology, Engineering, and Math (STEM) Education

In the 2013 legislative session, SB345 passed and codified the formation of a Nevada STEM Advisory Council, of which I am a member. The purpose of the council is to develop a strategic plan for the development of educational resources in the disciplines of science, technology, engineering, and mathematics to serve as a foundation for workforce development, college preparedness and economic development for the state. Nevada is experiencing a significant shortage in the workforce of those with STEM-related skills. The Governor's economic plan includes seven industries that require a STEM-skilled workforce. In an effort to bring greater awareness to STEM -related careers, several STEM conferences have been planned throughout the state; two STEM conferences were recently held with Harney Middle School students at

Nevada State College and the College of Southern Nevada. The students listened to panel discussions by industry professionals and had the opportunity to learn more about STEM-related careers.

Career and Technical Education

Career and technical education (CTE) in Nevada is organized under 16 nationally-recognized career clusters. The basis of CTE is the course sequence, commonly known as the CTE program. There are over 70 CTE programs in secondary education, with career pathways ranging from health sciences to information technology. To complete a CTE program, a typical high school student will complete a three-credit core course sequence; to demonstrate full competency, the student will take an end-of-program technical assessment and a separate assessment to measure employability skills.

- In Nevada, more than 50,000 students in grades 9-12 are enrolled in CTE courses
- CTE programs exist in varying degrees in more than 100 Nevada secondary schools
- Nearly four out of 10 Nevada high school students are enrolled in a CTE course
- Typically, approximately 45% of enrollees are female and approximately 55% are males
- Students who concentrate in CTE, that is, complete two credits, graduate from school at higher levels as compared to the regular student cohort*

* In the 2012-13 school year, Nevada's cohort graduation rate was **70.65%**. For students who earned two or more credits of CTE coursework, Nevada's cohort graduation rate **87.75%**

Most students who enroll in CTE are enrolled in programs at comprehensive high schools. While the model for success is clearly the academy model, emphasis needs to continue on programs offered in comprehensive high schools, where creative solutions are needed to ensure those students have comparable access to CTE as do students in state's seven CTE academies.

Nevada Workforce Development Centers

DETR recently partnered with the NSHE and the community colleges statewide to open the Nevada Workforce Development Centers in support of Nevada's economic development efforts. The first center opened last fall at the College of Southern Nevada (CSN). The centers are part

of the Governor's vision to bring education and workforce development together to help advance economic development for the state.

The centers allow students preparing for graduation to be paired with potential employers currently located in Nevada or those interested in relocating to Nevada. The goal of the centers is to ensure employers have the qualified pool of applicants they need when looking at Nevada's workforce.

The center at CSN is staffed with CSN's Division of Workforce and Economic Development (DWED) and Nevada *JobConnect* employees who assist employers with recruitment, employee pre-screenings, job profiling, job postings, job matching services, and more — *free of cost.* In addition, employers have access to the largest database of job seekers (220,000 and growing) provided through the Nevada *JobConnect.* The center offers employers customized training programs, employee assessment and credentialing programs. Employers will also have access to extensive regional economic data including local forecasts, wage and labor force information.
The center can also provide businesses with information and assistance in developing partnerships with other entities and accessing state and federal funding opportunities such as tax incentives for hiring and training.

Rights Skills Now

Manufacturing represents Nevada's 9th largest industry employing approximately 39,900 individuals. Although small, manufacturing in Nevada has an enormous potential for growth. Manufacturing is expected to grow by more than 5,000 jobs between now and the year 2020, again far exceeding national expectations. DETR has partnered with *Dream It Do It*, a non-profit organization dedicated to creating a highly skilled workforce through the attainment of academic degrees and nationally portable, industry-recognized credentials that are aligned with the nationally recognized Skills Certification System. *Right Skills Now* is a nationally replicable, fast-track solution that was designed by the Manufacturing Institute when manufacturers expressed their need for skilled machinists.

Right Skills Now enables local manufacturers to access a highly skilled, trainable and entry-level manufacturing workforce in 16 weeks, compared to the 12 months or longer timeframe that traditional programs offer. The initial phase of *Right Skills Now* in Nevada guided 34 Nevadans through 16 weeks of hands-on technical skills training and towards valuable careers with Nevada manufacturers. These 34 participants were recruited through Nevada's workforce system and completed all requirements of the *Right Skills Now* program obtained each of the following:

- ACT's National Career Readiness Certificate
- College credit from either Western Nevada College or Truckee Meadows Community College
- Four National Institute of Metalworking Skills Credentials, including two in Computer Numerical Controlled (CNC) operations
- Work experience with a Nevada manufacturer in need of a CNC operator capable of becoming a skilled machinist

Recruitment targeted the record number of unemployed and underemployed Nevadans, including veterans who received preference and persons with disabilities. Candidates were identified through an analysis of their prior work history in related industries such as construction, logistics, warehousing, agriculture, mining, maintenance, and others. All candidates for the *Right Skills Now* program were screened with ACT's National Career Readiness Certificate (NCRC) and Work Keys Talent Assessment, which assesses personal and workplace behaviors and attitudes.

The NCRC is currently available at all state community colleges. Western Nevada College and Truckee Meadows Community College (TMCC) have since incorporated *Right Skills Now* programs in their Machining, Welding and Auto Mechanic programs. In conjunction with the National Institute of Metalworking Skills, Western Nevada College has modified its existing curricula to offer this fast-track model that equips the participants with basic skills required to perform on the job as a Computer Numerically Controlled (CNC) operator.

At the successful completion of this program, participants earn 24 hours of college credit, and they have an understanding of the career and education pathways necessary to further their careers in manufacturing.

DETR Partnership with Washoe County School District (WCSD) and TMCC

This educational partnership targets 19-21 year-old drop-outs and at-risk students to provide them remedial classes to bring them to a level of proficiency to earn their high school diploma and be admitted to TMCC. Students will work with a Student Success Specialist to select a skills certificate program at TMCC. Student Success Specialists will work with the TMCC Job Placement Specialist by reaching out to local employers to match the program participants with a relevant work internship and/or possible employment. Students must enroll in a rigorous course of study and maintain a 2.0 grade point average to remain in the program. Students receive one-on-one assistance, counseling, encouragement and mentoring from the specialists during all phases of the program. They also receive assistance to apply for financial aid. Students participate in college readiness workshops, academic advising and complete a Work Keys, ACCUPLACER and career assessment test. Successful completion of both summer semesters ensures a stipend of $800 to students for tuition purposes.

JAG – Jobs for America's Graduates

Jobs for America's Graduates (JAG) is an innovative, non-profit program that has been credited with changing the lives of nearly three-quarters of a million young people across the country by helping them stay in school, move on to pursue higher education and/or gainful employment. The results of the program have been so inspiring that Nevada became one of the most recent states to adopt the model, hoping that it will serve as a life line for at-risk youth in our state.

The JAG model consists of a comprehensive set of services that applies a holistic approach to assisting students. The components include:

- Classroom instruction
- Competency-based curricula
- Adult mentoring
- Advisement and support

- Summer employment training
- Student-led leadership development
- Job and postsecondary education placement services
- 12-month follow-up services
- An accountability system

The curriculum equips students with a minimum of 37 employability competencies, intensive career exploration and developmental opportunities. The adult mentoring provides individual attention to students to overcome challenges and barriers that prevent them from taking advantage of their high school education. The support component connects students with personal, psychological and other youth services in the community to address issues that often prompt them to drop out of school. Because the goal is not only to graduate students, but to ensure their success after high school, the placement portion of the program pairs students with specialists who identify entry-level job opportunities for graduates and assist them in exploring opportunities for post-secondary education. Additionally, students are placed in summer employment to support year-long learning.

Youth Website

Through the Governor's Workforce Investment Board, and with support from Governor Sandoval and the Youth Council of the Governor's Workforce Investment Board, the Nevada *JobConnect* launched a website dedicated to educating and preparing Nevada youth and young adults to make smarter employment and career decisions.

The site – www.NevadaYouth.org – includes helpful tips youth can use to approach a potential employer such as resume and cover letter advice; interview *do*s and *don't*s; and hints for landing a job. In addition, the site has many helpful links to relevant, state-approved programs and organizations to assist youth in assessing their skills, exploring their career interests, and planning for the future. The site also links to the Nevada *JobConnect* Job Bank for students searching for part-time employment. The Clark County School District closed its Job Bank last year and began referring students to the Nevada Youth website.

Thank you for your time and consideration of my testimony today on the collaboration efforts that our state has and will continue to make with the Department of Education and high schools, postsecondary education, and with the industry sector councils on the promotion of industry alignments to strengthen Nevada's economy and workforce. I look forward to answering any questions that you may have.

Chairman KLINE. Thank you, sir. I thank all the witnesses for your testimony. We will move now to member questioning. I would advise my colleagues that we are running late. We got started a little late, and we are running late, so I will have to insist on keeping within the time limit.

Ms. Nemcek, let me start with you again, and thank you again for hosting here. In your testimony, you talked about the changing role of the principal and you were very clear and eloquent, in fact. I am trying to understand what kind of contact you have now with businesses directly. Is that part of what you are doing?

Ms. NEMCEK. Yes. With each of the different program areas, we have advisory boards. And so, we are bringing in business and industry professionals from each of those areas. And we bring them in. We meet with them regularly on advisories, and we have to do this two or three times a year to ensure that our curriculum is relevant to what is happening in their fields.

Chairman KLINE. Okay. Can you adapt your curriculum then pretty quickly?

Ms. NEMCEK. The CTE curriculum is a State curriculum, but it does allow a little bit of flexibility for us to adapt. When it does become evident that we need to make changes or look at a different pathway, we do work closely with our own school district, career tech department, and our State Department of Education to build that curriculum.

Chairman KLINE. Okay. I want to continue on that same theme of adapting. Ms. Qua, in your testimony, you talked about the time to develop a new program and then to scale it up. What is your sense of how long does it take you or how long does it take the schools to see a new need and then start up a program or scale up a program to meet that need?

Ms. QUA. So I cannot really speak to what the time is for particular schools. I think it is different depending on the level of education, whether that is K through 12 or university. But in terms of with Qualifyor, we have been trying to build a really agile model where every bit of curriculum that we have developed is directly based on what companies have said they need in terms of skill sets.

And so, you know, it is not to say that all education should be completely driven by employer demands, but I think at least a part of every education should integrate the changing needs. And in particular the things that employers have spoken to us about and sort of sought and not found in young people would be, first of all, adaptability, self-awareness, the technical skills of course, but also things like problem solving.

And so, some of the softer skills sets, which I think Southwest does a really great job of teaching, and that regardless of the career that you go into or what your major is, these are things that should be brought into the curriculum and taught to students starting at a very young age.

Chairman KLINE. Okay. Dr. Spangler, Ms. Qua mentioned differences in the schools. And so, I am interested in your thoughts about the differences between secondary and post-secondary CTE, and should there be a better mesh. Do they need to be kept apart? How does that difference apply to Ms. Qua's answer?

Dr. SPANGLER. Well, the differences apply only in terms of the direct applicability to business and industry. Our programs are directly responsible to the local employment needs. As far as the interlacing of our programs with the secondary programs, that is an absolutely essential component.

The transition of a student from a CTE program at the high school to our CTE programs should be nearly seamless. And in order to do that, we have employed several tools, the most prominent of which is tech prep, a function of the Perkins process, in fact, where students can acquire credit from us for courses that they are taking in high school. We have matched content and outcomes, and we do our best to try to encourage as much interconnectivity as we can there.

Chairman KLINE. Okay. Thank you. I see my time is about to expire. Mr. Scott?

Mr. SCOTT. Thank you, Mr. Chairman. Ms. Morrison, what reason would students have not to sign up for DACA?

Ms. MORRISON. In my opinion, at least here in Nevada, there are probably about three reasons why students might not be applying for DACA. One might be that they are not eligible. But assuming that they are eligible, a lot of what could be driving it is the fact that a lot of young people are afraid to apply because they are afraid it will bring them to the attention of immigration authorities, and it only provides temporary relief. So they have no guarantee that once they do get the DACA relief that they are going to be able to renew it.

Mr. SCOTT. Mr. Woodbeck, what effect does a person's status as a DACA status have on their career options?

Mr. WOODBECK. I would have a difficult time answering that question. I really do not know, sir.

Mr. SCOTT. Mr. Woodbeck. Ms. Qua mentioned credentials. In the food service or hospitality area, are there credentials you can get that would help an employer be able to quickly evaluate what you can do and what you cannot do?

Mr. WOODBECK. Absolutely.

Mr. SCOTT. And could you give some examples of that?

Mr. WOODBECK. Well, in the hospitality area, there are high schools and also community colleges that have programs within hospitality that train in the hospitality arena, as well as Nevada partners, for example, that also train. I think you mentioned two of our Nevada partners today—Culinary Institute. And so, those credentials are used to evaluate.

Mr. SCOTT. So in the hospitality area in terms of bartending, you would know exactly where you would be in the continuum of possibilities, and he could hire you for exactly what you wanted to do, is that right?

Mr. WOODBECK. Right, and they would have to have certain credentials to be hired and remain hired, sure.

Mr. SCOTT. Mr. Spangler, you mentioned the transition between high school and college. Are we making sure that we do not get high school students in a vocational and educational rut so that in 12th grade they cannot change their mind and go to a traditional 4-year college?

Dr. SPANGLER. The transition is available. That is, students who pursue a particular technical program in high school can elect to adjust that. Our experience has been that students do make changes of course. Many of us made undergraduate changes. But we found that they rarely change 180 degrees; that is, a student in computer aid graphic design may find another design or computer-related field. And we try to adapt the credit or credentials that they may already have to those programs.

Mr. SCOTT. Well, you mean, you do not want to get somebody in a situation where they do not have the credits. The option of a 4-year college is not eliminated because they got in a vocational educational rut and could not change their mind.

Dr. SPANGLER. We are right now building new pathways for people who are career and technical students. I can pick on some areas in particular, electronics, for example. An electronics student who pursues our associate of applied science degree has historically been capped at that 2-year associate's in applied science.

We are right now working on bachelor of applied science or bachelor degree pathways for those students with other institutions in the State, private and public.

Mr. SCOTT. Thank you. Ms. Nemcek, Mr. Woodbeck mentioned higher graduation rates of people involved in this education. Can you say a word about the effect it has on attendance?

Ms. NEMCEK. Well, the effect that we have here in our school and with career technical students is that it is much higher than the average student that is not in career technical education. Currently we sit at 96 percent or higher average daily attendance in all of our career technical academies.

Mr. SCOTT. Which is much better than traditional high school.

Ms. NEMCEK. Yes.

Mr. SCOTT. Mr. Woodbeck, there is a question of whether we are going to have continued formula grants or competitive grants. Can you say a word about what you would prefer in terms of Perkins funding?

Mr. WOODBECK. I would prefer broad flexibility that would allow us to apply the grant money in a formula that would allow us to apply the grant money where it is needed and where it can be of most use for this particular State.

Mr. SCOTT. As opposed to competitive where you might get funding or you might not?

Mr. WOODBECK. Correct.

Chairman KLINE. The gentleman's time has expired. Dr. Heck?

Mr. HECK. Thanks, Mr. Chairman, again. Thanks to all the witnesses for participating today. You can see why I was so excited to have the hearing here in our district. I could not be prouder of the accomplishments of schools like Southwest Career Tech or the community colleges in the career and technical education programs.

You know, I think, Ms. Nemcek, you brought up a good point about allowing the students to follow a different career path even after going through a CTE program if they ultimately decide they want to do something else. And I could see how the benefit of CTE, no matter what they did afterwards, especially if we just use an example the three students we chatted with before we came in. I mean, they are all much more articulate, poised, self-confident, and

have great self-presence and interpersonal skills, which will serve them well no matter where they go.

You know, we have talked a little bit about the potential funding issues. You mentioned it, and I mentioned it in my opening comments. Could you speak to the impact the nearly 50 percent cut to the Nevada CTE formula funding which is proposed in the President's budget for Fiscal Year '15 could have on your ability to maintain the success you have achieved here at Southwest?

Ms. NEMCEK. Sure. As all of you are aware, it is extremely expensive to continue to upgrade software and hardware and to keep current with all the different changing technology in every single field. And so, if we were to experience such a cut, we already share in the grant money across the State. And less money would also mean that we would also have to start making cuts to each program and having to make some hard decisions, and those are just decisions that we cannot afford to make if we want to continue to grow and to create students that are job ready, career ready right out of high school so that they have the best chance of being successful in college and in our own economy.

Mr. HECK. I am sure that when we take the tour, the members will be able to see the capital intensiveness of the infrastructure in a CTA when we go out to the auto tech or in the culinary arts. A lot of equipment that is very expensive is necessary to make sure that other students have the educational opportunities.

Dr. Spangler, how would the proposed cut I mentioned in my question to Principal Nemcek impact CTE education at the College of Southern Nevada? Specifically, would it impact your ability to collaborate with the Clark County School District as you mentioned in your written testimony?

Dr. SPANGLER. Perkins is our lifeblood, as I said earlier. A sizable cut of that nature would be devastating. Career and technical programs are not cheap dates. We definitely require high end and, in many cases, state of the art equipment because the training we prepare these students for are frequently life and death.

We cannot afford to half step on the quality and the currency of equipment, software, and other tools that we use. I do not want to be out on the I–15 with brakes that do not work, nor with technicians that have not been properly schooled on how to keep those brakes working. It is an important consideration, and particularly since so many of these areas are critical, are indeed life and death areas.

We teach programs that quite literally mean the survival not only personally, but of the industry and businesses in this area. And we cannot keep up with industry demands and the high turnover of technology without a steady infusion of funding from Perkins. And, frankly, although our industry partners are very generous, they cannot keep up without our contributions, our work in Perkins there.

Mr. HECK. Thank you. Director Woodbeck, as you know, the biggest problem facing our community in southern Nevada is the lack of good, high paying middle class jobs. Yesterday I had a job fair. About 400 people attended looking for jobs. Can you expand on how CTE programs, like those here at Southwest, that are training our students for in-demand jobs will attract new and diverse industries

to our State creating those high paying jobs and inoculating our State from future economic downturns?

Mr. WOODBECK. Sure. As we attract business to the State, the first question they ask is do we have a qualified workforce. And we have been fortunate thus far, but what the career and technical academies give us is the foundation for a qualified workforce since the foundation of a lot of the training they receive here puts them in line for various certificate programs, the very certificates of achievement in various aspects of their skill training, if you will, say, machining, et cetera, which would allow for their hiring either out of high school or immediately after achieving another certificate beyond that and what are called stackable credentials. So it puts them in line for that.

Mr. HECK. Thank you. Thank you, Mr. Chair. Yield back.

Chairman KLINE. Thank you, Dr. Heck. Mr. Hinojosa, you are recognized.

Mr. HINOJOSA. Thank you, Mr. Chairman. And my first question is to Mr. Woodbeck. Mr. Woodbeck, did you know that the—or rather maybe I should first say let the record show and give clarification that the cut to the Nevada funding is not proposed in the President's budget. And having said that, my question to you is, what was the impact of sequestration on Nevada CTE program delivery, and what, in your opinion, is the appropriate funding level for Perkins?

Mr. WOODBECK. Okay. The Perkins funding is actually within the realm of the community colleges here and the Department of Education, which I do not oversee. We participate in the use of those funds and how those funds are used in deciding that, but we do not oversee the funds themselves.

To get to another point regarding your question regarding sequestration, that hurts. I mean, any funding that we can receive and apply to training we would want to do that.

Mr. HINOJOSA. Can you please speak to the impact of Nevada's DREAMers population on the State economy?

Mr. WOODBECK. That I could not speak intelligently to, no, I could not, sir.

Mr. HINOJOSA. Then I will ask my next question to Ms. Qua as founder and CEO of Qualifyor. Do DREAMers have the opportunity for apprenticeship programs like with Ford and General Motors?

Ms. QUA. I am not an expert on the DREAM Act, so I prefer not to answer any questions about it.

Mr. HINOJOSA. Dr. Spangler, is that available?

Dr. SPANGLER. I am sorry, Mr. Hinojosa, I have no great knowledge of the effect of the DREAM Act.

Mr. HINOJOSA. Does anybody on the panel have an answer to my question? I have a community college, South Texas Community College, and I went and visited representatives of Ford Motor Company, and I also went to visit representatives of General Motors and told them that in my area we had lots of Latinos that were very good with automobiles, but we needed to upgrade them to apprentices. And they brought the apprenticeship program, and it is working beautifully. When they graduate as an apprentice, which takes about 5 years, they are in the $100,000 range in their salaries, and that seems like something that would work very well.

So my next question would be to Alan Aleman. Alan, thank you for your courage and your determination. In your testimony, you indicated that you would like to be a doctor.

Mr. ALEMAN. Yes.

Mr. HINOJOSA. Can you tell us why you could not enroll in the medical program at Southeast Career Technical Academy?

Mr. ALEMAN. Yes, because in order to get the license on the health occupation that SECTA had, you needed a social security number to get certified.

Mr. HINOJOSA. Have there ever been through the director of the Governor's Office of Economic Development a waiver given to somebody as bright and capable as you?

Mr. ALEMAN. Can you repeat the question, please?

Mr. HINOJOSA. Have waivers ever been given in Nevada's history of these technical programs where an exception can be made when we have a young man as intelligent and bright as you?

Mr. ALEMAN. To be honest, I do not think such waivers exist here in Nevada because that is not part of the school. That is part of the State. That is part of the State policy. So unless there is a change on that State policy, then there would be—

Mr. HINOJOSA. You might want to ask that question because there was a Supreme Court court case where a DREAMer went through law school and was allowed to practice. So I think that sometimes we have to kick down some doors and open them up. Opportunities like professions in medicine or physician's assistant are things that we need badly here in the southwest in States like Nevada.

Mr. ALEMAN. Yes, and that is why I stated that DACA is not sufficient because most of the licenses require you to be a permanent resident. Just like my co-worker, she graduated Nevada State College. She has a bachelor's degree, but she cannot—

Mr. HINOJOSA. I understand. I understand you are hitting a big wall. But, Alan, why do you believe that Congress must pass the DREAM Act as part of comprehensive immigration reform, and what would it do to the State of Nevada?

Mr. ALEMAN. I think it will have not only a great economic impact on Nevada, but also on the United States of America. I think it is difficult to choose between our parents and our future. I think the DREAM Act should be with a comprehensive immigration reform because, in my opinion, thanks to my parents I am here. I got the education I needed to succeed in life.

Mr. HINOJOSA. My time has ended, so I will have to yield back.

Chairman KLINE. I thank the gentleman. We are running really late, but I am very pleased we have two of our colleagues not members of the committee who have joined us here. I think we still have two.

Voice. Mr. Horsford stepped out.

Chairman KLINE. Okay, well, we may have two. So I am going to welcome Congresswoman Titus and Congressman Horsford. Without objection, Congresswoman Titus and Congressman Horsford will be permitted to participate in our hearing today.

And I hear no objection, so, Ms. Titus, you are recognized for 5 minutes.

Ms. TITUS. Thank you, Mr. Chairman. And I was pleased to serve on this committee in a previous term. I also want to thank Mr. Hinojosa for pointing out that the cuts in the budget are not the President's policy, but are a result of a 1998 statute with the hold harmless provision in that statute that deals with the formula. And there is a bipartisan effort underway now, led by Mr. Grijalva on our side, to change that formula. So let us be clear about that.

Also, I thank you for being here, Kacy, for the downtown project. That is right in the heart of District 1. We are very excited about that. I would point out that Alan was the honored guest of the President at the last inaugural address, and, Professor Morrison, the student you mentioned, Yesenia, did most of her undergraduate work with my husband, Dr. Tom Wright, in the history department.

Mr. Woodbeck, you mentioned and it is really true that we often hear from businesses about the shortage of Americans who have the skills needed to compete in the 21st century, and that is certainly true in the data. It is not over regulation. It is not an unfriendly business tax climate. It is the lack of a qualified workforce.

So I commend the school district for wonderful academies like this and the magnet schools that feed into them with the STEM education. But we know it is not enough. There are waiting lines for children to get into these programs, and that is especially true if you look at the student body with the minority students, a lack of minority students going into STEM fields. Now, Alan may be the exception, but DREAMers and other minorities are not signing up for these fields.

So I would ask you, Director, you sit on that STEM Advisory Council, and also Stavan Corbett, who is a member of the school board, sits on it, too. He is working with me on a bill I have introduced to use some of the money for certain visas that bring in high tech workers to provide scholarships for minorities going into the STEM fields and also to support universities and colleges that serve a large percentage of minority students.

So what is the State doing to bring more minorities into the STEM fields? What can the Federal government do to help you? And then I would ask you the same thing about community college.

Mr. WOODBECK. Thank you, Congresswoman Titus. First of all, the STEM Advisory Council, there is a twofold problem there. One is stirring up the interest and the knowledge of what STEM education is about and what those pathways will do for students in getting that interest. And there is quite a bit of interest, but we could certainly do more. The other piece is recognizing successful STEM programs, and that is the other piece that I will advocate for on that council, that we recognize them with awards to teachers and to schools, that we underwrite STEM education programming more, and that we insist through our own Department of Education of having STEM coursework as part of the regular curriculum.

And it is a multifaceted approach that we need to take, and that will, in fact, attract other students, minority students and all students, quite frankly, into those programs.

Ms. TITUS. We are doing an app competition right now in my district, and they are working with Intel, Microsoft, and certainly

Downtown Zappos to mentor some of those students who are competing in that. Are you doing anything special to attract minority students? What can we do to help you in that area?

Dr. SPANGLER. Well, Congresswoman, it is really a function of defining "minorities." For example, in our areas, and this is technical fields, we are looking at gender, which is one of the criterion under Perkins, trying to attract women to disciplines that have been historically male dominated—automotive and diesel technology, information technology—or men into healthcare, for example.

We are doing a number of different projects on that, and that is a standard we are trying to meet. For example, this coming May, we will be hosting or co-hosting a program called Geek Girls to encourage young women to enter information technology fields. So when we look at minority, we define it sometimes a little differently.

Ms. TITUS. Yes. Well, let us work with you on that. Mr. Chairman, I would yield the rest of my time to Mr. Hinojosa, if that is all right.

Mr. HINOJOSA. Thank you. I want to invite any and all of the members of this panel to come down to deep south Texas south of San Antonio. There is a University of Texas Rio Grande Valley, which is celebrating its 15th anniversary of HESTEC, an acronym, HESTEC, Hispanic Engineering Science Technology Conference. And we have graduated 2,000 minorities in engineering. We have graduated physicists and mathematicians. We have graduated researchers, and we have partners with over 50 of corporate America to help sponsor HESTEC.

Chairman KLINE. The gentleman's time has expired. We all appreciate very much the invitation. The gentlelady's time has expired. All time for questions has expired.

I would now like to turn to Dr. Heck for any closing comments he might have. And again, thank you for inviting us to your district.

Mr. HECK. Sure. Well, again, I want to thank you, Chairman Kline, as well as the other colleagues from the committee for traveling here to have this field hearing. Again, Ms. Nemcek, thank you for hosting, all the panelists for participating. I also want to point out that we have Carolyn Edwards, one of our school board trustees, here in the audience, Joyce Haldeman—I do not know if she is still here—from the superintendent's office for coming and participating today.

I think one of the resounding themes that we heard today when it comes to career technical education is partnerships. It is partnerships amongst secondary and post-secondary institutions, as well as private partners in the education system and employers, all things that are critical. I think we see that there is a very high return on investment for career and technical education. The follow-on effects for economic development as Mr. Woodbeck brought out I think are something that is critically important, especially for a State like Nevada that continues to struggle to recover from the great recession.

As just a point of clarification, the President's Fiscal Year '15 budget does pull $100 million out of CTE funding for a new program, which would result in the hold harmless provision going into

effect, which would then result in the 50 percent cut to Clark County School District's CTE funding.

Mr. Chairman, I give you a lot of credit. You know, the committee has passed out the Elementary and Secondary Education Act, reauthorizing that. It is awaiting action in the Senate. We have passed out a Workforce Investment Reauthorization in the Skills Act doing a lot of the things that Mr. Woodbeck and our partners here today talked about in creating collaborative relationships, also awaiting action in the Senate. I hope we will be able to pass out the Perkins Act, working on the funding formula so that everybody is kept whole to the best of our ability. And, of course, we will also be tackling the Higher Education Act as soon as that expires in 2014.

So we have a lot on our plates, but I know that the committee under your leadership is up to the challenge as we continue to try to make sure that we give all of our students every opportunity to graduate college career ready. Again, thank you for bringing the hearing here, and I yield back.

Chairman KLINE. Thank you, sir. Mr. Scott, you are recognized for any closing remarks.

Mr. SCOTT. Thank you, Mr. Chairman. And I thank our local representative, Dr. Heck, Ms. Titus, and Mr. Horsford, for their hospitality. As we started off saying, education past the high school level would be essential for any decent job in the future. Those without some kind of education or training after high school will be relegated to very low-paying jobs.

Career education will enable our students to qualify for those jobs with credentials so that the employer will know exactly what the employee can do so they do not have to guess, and people who are fully credentialed not get the jobs, and people who do not know what they are doing get the jobs. We need this education with the certificates.

I think it is important that we not limit high school students. Vocational education used to be a dumping ground. If you could not do regular education, well, you just go over there and learn a little trade, stay in school, get your little diploma. Vocational education used to be a dumping ground, but as Dr. Spangler mentioned, these jobs now require expertise. And you are not going to get that in a dumping ground. You have got to get the basics, so we have to make sure that all of our students get the basics because they are going to certainly need it if they expect to do well in a career.

We need to make sure that all students get that opportunity, including the DREAMers, and so we have to deal with immigration reform so that 65,000 high graduates every year do not get left behind. We also need to reauthorize the Perkins Act and Higher Education to ensure that today's students will be prepared for the future jobs. Thank you, Mr. Chairman.

Chairman KLINE. I thank the gentleman. I am told that we have been joined by Bart Patterson, President of Nevada State College. Welcome. Glad you could join us. We have had a lively conversation. We have had excellent, excellent witnesses with a great deal of knowledge. We very much appreciate your input.

I want to thank my Nevada colleagues for letting us come and visit. It is a real hardship when you come from Minnesota to come to Las Vegas at this time of year.

[Laughter.]

Chairman KLINE. But I was willing to make the sacrifice. Joe, thank you. Thank you very much. And again, thanks to our witnesses for a really, really good hearing.

There being no further business, the committee stands adjourned.

[Additional Submissions by Mr. Spangler follow:]

Perkins Grant Funding Received to Support Workforce Development

at the College of Southern Nevada

FY14

The College of Southern Nevada continues to grow its reach in preparing an educated workforce in Southern Nevada through responsible acquisition and management of funding beyond state allocations for higher education and has a current portfolio of workforce grants at CSN. Some FY 14 funding is slightly reduced from FY 13 due to federal sequestration.

Department of Education – Carl D. Perkins Act

Formula Funding under management - $1,552,634.30

Funding remains contingent upon program accountability; provides support so that CSN can purchase equipment and train faculty, ensuring that CSN graduates in Career and Technical Education have knowledge of and experience with the latest technology and equipment.

Programs funded this year include:

Health Sciences: Sonography, Medical Laboratory Technology, Dental Hygiene and Dental Assisting, Emergency Medical Services, Nursing, Cardiorespiratory Sciences and Health Information Technology

Applied Technologies: Air Conditioning Technology, Automotive Technology, Diesel Technology, and Engineering Technology

Media Technologies: Graphic Design Technology

Information Technology: Software Development/Programming and Networking Technology

Public Service: Criminal Justice,

Hospitality: Culinary and Travel & Tourism

[Whereupon, at 4:00 p.m., the subcommittee was adjourned.]

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