

NCBEA Legislative Update

NCBEA

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What We Must Communicate to Elected Officials

With the November elections just around the corner, we, as business educators, must communicate some facts about business education to our newly elected officials.

- Business Education provides a skilled workforce for your state
- Business Education helps your state keep pace with technology updates
- Business Education promotes and develops school and business partnerships in your state
- Business Education promotes entrepreneurship in your state
- Business Education ensures the economic resilience of your state
- Business Education encourages companies to locate their businesses in your state
- Business Education encourages leadership in your state
- Business Education provides international trade opportunities in your state
- Business Education enhances the economic literacy of your state
- Business Education strengthens the productivity and prosperity of your state

(from <https://www.nbea.org/newsite/member/documents/Legislator>)

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Contact Your Newly Elected Officials...

Visit this Website... <https://www.usa.gov/elected-officials> it is a one stop shop for all NBEA/NCBEA members to obtain the contact information for elected officials in state and federal government.

PLEASE FEEL FREE TO MODIFY AND USE THE FOLLOWING TEMPLATE TO CONTACT NEWLY ELECTED OFFICIALS. Need a class writing assignment, ask your students to compose letters to send to legislators to introduce them to the student and how CTE classes have benefited them.

Sample welcome letter to legislators to introduce yourself and CTE*.

Following the upcoming November elections, January will be the perfect time to send this letter. It could easily be edited to send to reelected legislators as well.

January 25, 2017

The Honorable _____
Address
Springfield, IL 62703

Dear Senator/Representative _____

Congratulations on your recent election to the *Illinois House of Representatives/Illinois Senate*. Your willingness to dedicate your time and talents to your constituents is appreciated and admired. I wish you well during this session.

My name is *Cathy Carruthers*, and I am an *Office Technology instructor at Lewis and Clark Community College in Godfrey, Illinois*. I have had the pleasure of teaching outstanding career and technical students for over *twenty-five* years.

If I can be of assistance regarding career and technical education issues or information, I would be happy to do so. I look forward to working with you during your term in office.

My best wishes to you.

Sincerely

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ILLINOIS

Public Act 099-0674 became effective on July 29, 2016. It creates the Postsecondary and Workforce Readiness Act. The four main components of the bill address: 1. student readiness for postsecondary education and careers and what metrics are identified to measure readiness, 2. student engagement in career and postsecondary education development activities while in high school, 3. student preparation strategies for college and career pathway systems, and 4. better alignment among state education agencies for a coordinated postsecondary education and career readiness system in Illinois. This act would help to eliminate some significant barriers to student completion at the postsecondary level. The reality of the marketplace is that all high school graduates need to be prepared for both college and career readiness. Currently, 61% of all high school graduates in Illinois enroll in some form of postsecondary education. However, only 37% persist to complete graduation. This legislation will help to strengthen the efforts for Illinois 60 by 25 Network which aims to ensure 60% of adults in the state attain a postsecondary credential by 2025.

INDIANA

Indiana would like to welcome Ms. Dena Irwin, Business, Marketing, Information Technology, and Entrepreneurship Specialist at the Indiana Department of Education to her new position. Dena will be a great advocate for Business Education and for all of us Indiana teachers. Please help welcome her by emailing her at diriwn@doe.in.gov. We have a short update as conversation on the topic of new graduation requirements and diploma types has been pushed or tabled at the last Board of Education meeting. Currently the Personal Finance Responsibility and Preparing for College and Careers graduation requirement by the state has been put on hold. There has been no further discussion on this tabled item and if it will be back on the table anytime soon. A great website to frequently check to keep up on current legislative issues concerning Business Education and/or Education in general would be: <http://indianapublicmedia.org/stateimpact/>.

Iowa

Final Report of the Secondary Career and Technical Education Task Force of Iowa Establishing the Secondary Career and Technical Education (CTE) Task Force

The Secondary Career and Technical Education (CTE) Task Force was established as part of House File 604 to make recommendations that:

- ☐ Reduce skill shortages, enhance economic growth, and ensures that all students have access to high quality, globally competitive career and technical education programs by focusing on:
- ☐ rigorous standards;
- ☐ consistency in program quality statewide;
- ☐ alignment with postsecondary programs leading to middle-skill occupations with family-sustaining wages;
- ☐ curricula that align workforce skills with industry-recognized standards where such standards exist;
- ☐ responsiveness to labor market needs;
- ☐ robust business and industry participation, including participation on advisory committees; and
- ☐ efficient statewide delivery of programming.

The legislation directed the task force to review and make recommendations on secondary CTE programs. This review was to consider measures to ensure consistency in career and technical education program quality statewide. The task force was also explicitly asked to review the definition of “career academy” and to review and recommend core components of career academies and regional centers.

Background

The Secondary Career and Technical Education (CTE) Task Force was established by House File 604 in 2013 to make recommendations to revitalize secondary CTE and to ensure all students have access to high-quality, globally competitive programs. The task force was also explicitly asked to review the definition of “career academy” and to review and recommend core components of career academies and regional centers. As required by the legislation, the task force will submit its final report to the General Assembly no later than November 1, 2015. The report includes the five recommendations outlined in detail below. In addition, the final report will also be submitted to the Governor and the State Board of Education. The 25-member group includes broad representation from public schools, business and industry, community colleges, community stakeholders, organized labor, state agencies, and legislators.

Context

- The global economy is increasingly driven by knowledge and innovation. Technological change and globalization are changing the state's economy and the jobs being created today require a higher skill level than in the past. In some sectors, there are education and skill gaps which result in essential positions being left vacant, hampering economic growth. At the same time, those remaining unskilled workers face economic insecurity.
- CTE ensures that students are not only college-ready, but also career-ready. It engages students by contextualizing academic subjects and providing real-world, hands-on experiences within industry career clusters, including a variety of science, technology, engineering, and mathematics (STEM) disciplines (e.g., information technology, advanced manufacturing, health sciences, and engineering). CTE is central to the preparation of middle-skilled workers and to sharpening the state's competitive edge; however, Iowa is not currently maximizing opportunities to deliver world-class opportunities.
- Iowa has a rich tradition of delivering CTE through comprehensive high schools rather than regional centers. With rural-to-urban migration continuing and two-thirds of Iowa counties experiencing population decline, many districts are projected to have lower enrollment and be sapped of their capacity to deliver robust programs which are often capital-intensive.
- Many schools struggle to find qualified instructors in high-demand fields or to afford expensive equipment necessary for high-quality programs. They are often not sufficiently nimble to adapt to changing employer demand and often struggle to develop deep partnerships with employers due to their location within larger labor-shed areas. □ Student career and academic planning experiences are often inadequate and many lack access to work-based learning.
- While there are exceptional CTE opportunities provided to some students, many high school CTE programs are antiquated and misaligned with labor market needs. The current policy framework is archaic and, in some ways, outmoded.
- Iowa is a national leader in providing college credit courses to high school students; however, these opportunities are not evenly distributed. While students in some schools have access to a broad array of “dual credit” courses, students in other schools may have very few opportunities leaving them at a competitive disadvantage.

Dual credit courses reduce time-to-degree, reduce cost to students and parents, reduce student debt, increase the matriculation rate for first generation college students, help students understand college expectations, and broaden the opportunities beyond what could be offered by a high school alone.

Outcomes:

As the recommendations begin to take shape as policy and procedure, CTE reform efforts will result in the following:

- ☐ An education system better aligned with employer/economic demand and with more consistent quality.
- ☐ Robust, globally competitive CTE curricula that integrate academic and technical content and lead to industry-recognized credentials.
- ☐ More equitable distribution of concurrent enrollment (“dual credit”) opportunities.
- ☐ A comprehensive career pathway system affording every student the opportunity to explore and to pursue college and career learning opportunities through enhancement of career guidance and work-based learning. Removal of the stigma from CTE so students recognize rewarding middle-skill careers that do not require a four-year degree.
- ☐ Efficient delivery through shared programs between school districts, community colleges, local business, and other stakeholders.

Ultimately, the objective is to better prepare students for their futures, increase family incomes, meet employer demand to enhance economic growth, and ensure a vibrant future for Iowa communities. CTE reform efforts support the National Governors Association (NGA) Talent Pipeline Policy Academy effort by helping align the education system with the needs of the economy.

Process

The task force operated at two levels. Firstly, the full task force (a list of members provided on page 5) met at regular intervals; at the same time, work teams which included members of the task force, as well as subject matter experts, met in the time period between the task force meetings. Secondly, specific work teams were formed that focused on career academies and regional centers, career guidance, and defining high-quality secondary CTE.

Appendices A, B, and C describe briefly the process these work teams undertook to create the recommendation elements, which included program management, support services, professional development, and metrics that were then submitted to the full task force.

The full task force took the recommendation elements that emerged from the different work teams, and produced a set of five policy recommendations, where each is able to stand on its own; however, the set of recommendations, when taken together, point secondary CTE in Iowa toward a new and innovative direction (see figure below). The overall intent of the task force’s recommendations is to secure secondary, postsecondary, and industry collaboration to create high-quality comprehensive career pathways for students that align career guidance, 21st century CTE and academic curriculum, and work-based learning experiences which empower students to be successful learners and practitioners. Where it does not already exist, the task force seeks authority for the State Board of Education to create and to adopt policies to implement the following recommendations. With the recommendations now final, an internal Department of Education work team is reviewing current policy and procedure and will propose changes to current language within Iowa Code and rule.

MINNESOTA

HOUSE PASSES OMNIBUS HIGHER EDUCATION AND E-12 EDUCATION FINANCE BILL

On Monday April 25th, the MN House debated and passed HF 2749, the omnibus higher education and education finance bill. As a reminder, the House Education Finance Committee was given a \$0 budget target but the bill reallocates about \$55 million, mostly in one-time money through the early repayment of the Maximum Effort Loan program.

A number of amendments were adopted to the House bill. Below is a summary of the most significant changes.

- Adds an additional \$1 million for Teacher Shortage Loan Forgiveness program proposal.
- Requires school districts take public testimony and adopt a written plan describing proposed uses of local optional revenue and requires a new plan every five years.
- Adds language to the teacher licensure provision that teacher candidates who receive a one-year full professional teaching license, while holding the license, must continue to work to complete or pass the content, pedagogy or skills exam requirements they have not yet met.
- Changes the effective date by which MDE must adopt the Physical Education standards from the 2021-2022 school year to the 2020-2021 school year.
- Requires the commissioner and the chancellor of the Minnesota State Colleges and Universities to establish empirically derived benchmarks on high school tests. Adds Minnesota Comprehensive Assessment career and college-ready benchmarks to remedial exemptions and requires that both the ACT score and MCA benchmark considerations for remedial coursework be within the previous five years.
- Adds site team language under the World's Best Workforce statute and publishing requirements about standardized tests, creates a school district assessment committee and opt out testing provisions. Also includes language that if a state testing contractor fails to perform, any payment from the testing contractor must be distributed to affected schools.
- Modifies the provision requiring school districts to allow resident students in on-line programs to participate in extracurricular activities by clarifying that students who wish to participate in extracurricular activities must be enrolled full-time.
- Adds to several places in statute the importance of providing all enrolled students with equitable access to effective and more diverse teachers including teachers who are members of populations unrepresented among licensed teachers. This new language is added in the World's Best Workforce Report, school performance report, teacher evaluation, principal evaluation, achievement and integration, school district strategic plans and a district's public meeting presentation.
- Establishes language for a student support services personnel grant program without funding. Instead, asks the Commissioner to study the expected use of the program by school districts, funding needed for implementation and potential unfunded costs imposed on school districts.

MICHIGAN

Detroit Public Schools Restructured

Governor Rick Snyder recently signed legislation to restructure Detroit Public Schools, and with the stroke of his pen uncertified teachers will be allowed to run classrooms in Detroit – no high school diploma, no college degree, no training required. It didn't take long for that bad idea to spread. Even before Snyder's under-the-radar signing of the bill, conservative voices last weekend began calling for uncertified teachers to be allowed in classrooms across the state. Other damaging pieces of the restructuring include: Merit pay language for new hires in the newly named Detroit Community School District which cannot incorporate length of service, or achievement of an advanced degree, unless the degree meets very narrow criteria; and increased penalties for school employees who are found to be engaged in an illegal strike activity, designed to punish the dedicated educators in Detroit who blew the whistle on the unsafe, unhealthy conditions in their schools. The language – which would apply statewide – allows a parent to claim there was a strike if one teacher doesn't come to work.

Check Your Evaluations

Starting this month, K-12 teachers will need to check the accuracy of their evaluation data from the last five years that will be uploaded to the state's online database known as the Michigan Online Educator Certification System (MOECS).

New state rules will tie some types of teacher certificate renewal and progression to effectiveness labels teachers received during the most recent five-year period. The change is part of the new Michigan educator evaluation law, Public Act 173 of 2015.

The evaluation data will be available Aug. 19 to view in MOECS. If teachers find their evaluation data is inaccurate, they will need to work with their district to file a data appeal to correct it. Appeals to correct errors can be filed from Sept. 1-Dec. 1, 2016.

\$550M Still Due to MI Teachers

Gov. Rick Snyder says he will appeal to the Michigan Supreme Court the ordered return of more than \$550 million collected from school employees to fund retiree health care.

"These payments are necessary for the long-term financial stability of the retirement system teachers rely on for health care benefits after their years of hard work come to a close," said Snyder spokeswoman Anna Heaton. "Keeping the money in the system will help their investments continue to grow and benefit Michigan educators for decades to come."

Snyder's appeal is at odds with several court rulings — including two from the Michigan Court of Appeals — that stated the 2010 law used to collect the money from school employees was unconstitutional.

MISSOURI

Much has been taking place in Missouri with updated or new legislation. One of the most significant involves the formula for funding (**SB 586**). Governor Nixon reminded lawmakers that this "significant change" to the formula must be carefully scrutinized to ensure that necessary resources are provided to the public schools in order to meet obligations.

Two of the latest bills that have been shared with us that are scheduled to take effect August 28, 2016.
SB 857 — Establishes several provisions relating to financial assistance for dual enrollment courses. The interesting part of this bill is that the program commitment agreement is established when the student is a 7th grader. (Last action 04/20/16 to be effective 08/28/16)

SB 638 — Creates the "Missouri Civics Education Initiative". Any student entering ninth grade after July 1, 2017, who is attending a public, charter, or private school, except for private trade schools, shall pass an examination on the provisions and principles of American civics

The test will consist of one hundred questions similar to the one hundred questions used by the United States Citizenship and Immigration Services. (Last action 04/19/16 to be effective 08/28/16).

OHIO

Introduced in the 131st General Assembly of the Ohio House of Representatives on 11/02/2015

Summary Text:

To amend sections 3301.079 and 3313.603 and to enact section 3333.89 of the Revised Code **to require one-half unit of economic and financial literacy in the high school social studies curriculum**, to require the Chancellor of Higher Education to prepare an informed student document for each state institution of higher education, to require the State Board of Education to include information on the informed student document in the standards and model curricula it creates for financial literacy and entrepreneurship, and to entitle the act the "Informed Student Document Act."

OBTA—An Association for Business Technology Educators is committed to keeping its members informed of legislation that affects the instruction of business education topics to students in Ohio schools. A recent introduction in the Ohio House of Representatives that presents concern is House Bill 383 (Link: <https://www.legislature.ohio.gov/legislation/legislation-summary?id=GA131-HB-383>).

While instruction of economics and financial literacy is imperative to ensure that today's young people are adequately educated in these critical areas, concerns exist in the language of House Bill 383. The first concern is that the requirement set forth by this Bill is set at one-half unit – according to language set forth in the Bill, one-half unit of instruction is defined as “a minimum of sixty hours of course instruction.” This requirement limits the exposure of critical economic and financial literacy components and puts school district administration in the position of rearranging the academic requirements in such a fashion that, in many cases, only the minimum requirement can be effectively met.

A second concern is that the Bill limits the instruction of economic and financial literacy concepts to the high school social studies curriculum. A 2010 study conducted by The Ohio State University College of Education and Human Ecology (Link: <https://ehe.osu.edu/downloads/communications/innovation-link-volume-4.pdf>) found that only 33% of financial literacy curriculum is being taught by licensed business educators – the remaining 67% is being taught by Family and Consumer Sciences, Social Sciences, Mathematics, Science, Technology, Agriculture, or other content areas. A 2009 article published by the National Endowment for Financial Education (NEFE) (Link: <http://www.nefe.org/press-room/news/uw-madison-releases-study-on-teachers-capability.aspx>) noted that “only 37 percent of K-12 teachers had taken a college course offering personal finance content” and “relatively few teachers reported feeling ‘very competent’ in any of the six topic areas” commonly associated with financial literacy education: income and careers, planning and money management, credit and debt, financial responsibility and decision making, saving and investing, and risk management and insurance.

Therefore, not as business educators, but as informed citizens concerned about the proper delivery of economic and financial literacy education, it is important that we reach out to our state representatives, especially the sponsors and co-sponsors of House Bill 383. Their contact information is presented here:

PRIMARY SPONSORS:

The Honorable Christina Hagan
Ohio District 50
77 South High Street, 13th Floor
Columbus, OH 43215

The Honorable Robert McColley
Ohio District 81
77 South High Street, 11th Floor
Columbus, OH 43215

CO-SPONSORS

The Honorable Debbie Phillips
Ohio District 94
77 South High Street, 10th Floor
Columbus, OH 43215

The Honorable Ron Young
Ohio District 61
77 South High Street, 13th Floor
Columbus, OH 43215

The Honorable Doug Green
Ohio District 66
77 South High Street, 13th Floor
Columbus, OH 43215

The Honorable Bob D. Hackett
Ohio District 74
77 South High Street, 11th Floor
Columbus, OH 43215

Please address your personal letters to these state representatives at your earliest convenience to express your concern as a citizen of the state of Ohio with the language of this Bill and how passage of such a Bill could negatively affect the critical learning in the areas of economics and financial literacy of the young people of Ohio.

WISCONSIN

Wisconsin, and many other states, are facing shortages of licensed CTE teachers. Addressing this issue, the Wisconsin legislature made changes and additions to licensure requirements as part of the state budget (Act 55). The main change is the accepting of experienced-based licensing in all areas of CTE, including Business & Information Technology. In addition, teachers and administrators who hold a valid license in good standing from another state, have at least one year of experience under that license, and have an offer of employment from a school in Wisconsin can now apply through the license based on reciprocity pathway. The Wisconsin DPI is working to understand the changes and create new procedures to implement the legislation. Updates will be posted at <http://dpiwis-tepd1.blogspot.com/>.

Another change by Wisconsin legislators potentially affecting Business & Information Technology relates to Wisconsin Act 348. This act altered the fiscal authority at the Department of Workforce Development to utilize funds at their discretion for programs such as youth apprenticeship and CTE technical incentive grants. Legislative language specifically repealed text that required the department to provide these programs and utilized “may” and “If the department provides the program”.

Finally, in a national briefing, Wisconsin is pleased to share that one of the three Wisconsin Presidential Scholars is a CTE scholar recipient from Cambridge High School. <http://www2.ed.gov/programs/psp/2016/scholars.pdf>

College and Career Readiness

BUSINESS EDUCATION PREPARES STUDENTS TO BE READY FOR BOTH COLLEGE AND CAREER

What is being said about high school graduates?

Throughout the country, legislators, employers, parents, and citizens state that students are graduating from high school without common core skills and knowledge needed to become gainfully employed, to pursue postsecondary education, and to be productive, contributing members of society.

What the business education curriculum can do to correct this situation.

The business education curriculum is designed to prepare students for college and career and to develop and enhance the following educational areas:

- Common core skills
- Information technology skills
- Business skills
- Life and career skills
- College preparation

What is the Problem?

Students have limited opportunities to study business. Due to continually increasing state mandates in other curriculum areas, students have less time in their schedules to enroll in business courses therefore being ill-prepared to function in the business world following high school graduation.

What is the Answer?

Legislators, business partners, educators, and parents need to encourage ALL students to study business for both personal development and college and career readiness. The solution includes mandating business courses within state and local school communities. All stakeholders should actively support and promote business education programs in order to be globally competitive, to improve national productivity, and to provide students the skills and knowledge necessary to be successful in the future.



BUSINESS EDUCATION PREPARATION—COLLEGE AND CAREER READY

Common Core Skills	
Educational Topic	Acquired Skills/Knowledge
Academic	Demonstrates proficiency in the academic core standards (Mathematics, English/Language Arts, Science, Social Studies)
	Reads and comprehends written material in a variety of forms and levels of complexity and demonstrates proficient writings within a specific discipline
	Assimilates and applies new learning, knowledge, and skills
Technical Skill	Utilizes analytical tools needed to make reasoned decisions, solve problems, and read and interpret manuals
	Identifies the training, education, and certification requirements for entrance and advancement in a chosen business occupation
Information Technology	Uses the appropriate technology tools for conveying information, solving problems, and expediting workplace processes, including accurate keyboarding skills
	Understands the ethical uses of information and technology related to privacy, intellectual property, social networking, and workplace issues
	Uses technologies for personal and professional productivity
Communication	Communicates effectively and appropriately when speaking, writing, and making presentations that include expressing ideas, providing instruction, informing others, and sharing knowledge
	Uses professional etiquette and observes social protocols when communicating
	Uses proper word choice and tone when communicating with superiors, customers/clients, and co-workers
Teamwork (Collaboration) and Cultural Competency	Works productively in teams and demonstrates cultural competency
	Uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients
	Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions
	Takes responsibility for individual and shared group work tasks
	Builds consensus within a team to accomplish results
Information Technology Skills	
	Demonstrates proficient use of spreadsheets, databases, word processing, graphics, and electronic communication
	Uses appropriate technology to solve problems in the workplace and for personal needs
Business Skills	
Financial Literacy	Demonstrates money management skills, knowledge of wise saving and investing, budgeting, loans, risk management, and problems associated with debt (credit cards, over spending, living beyond means)
Entrepreneurship	Weights the opportunities, benefits, and risks of entrepreneurship versus employment in a company
	Knows how to prepare a business plan
	Recognizes the pros and cons of owning and operating a business
	Possesses an understanding of the economic contribution of starting and owning a business
Business and Economics	Understands the knowledge and skills required in business administration careers that include: finance, management, marketing, economics, business law, and hospitality and management
International Business	Demonstrates global awareness including international markets and opportunities, multicultural diversity, impact of foreign economies on U.S. economy, and aspects of conducting business in an international arena
Free Enterprise and Economic Concepts	Recognizes and understands the components of free enterprise including incentives, profit motive, free market economy, and economic conditions and factors that support or hinder free enterprise and lead to a strong economic system and conditions
Life and Career Skills	
Personal Career Development	Develops a personal education and career plan to meet career goals and objectives
	Presents a professional image appropriate for the job interview
	Communicates experiences, knowledge, and skills identified in the resume and portfolio when interviewing
	Manages personal career by understanding and meeting the expectations for behavior and skills in the workplace
Leadership	Models ethical leadership and effective management
	Models the positive attributes of effective leaders (e.g., self-awareness, self-regulation, motivation, empathy, and social skills)
Personal Management	Capitalizes on personal strengths, talents, education, and experiences to bring value to the workplace and the community through his/her performance, skill, diligence, ethics, and responsible behavior
	Develops personal management skills to function effectively and efficiently
	Analyzes choices available to consumers for saving and investing
	Develops a personal budget that aligns with near-term and long-term priorities

For more information on **Legislative Advocacy**, visit the **NBEA Website**, <https://www.nbea.org/newsite/member/index.html>, under the Member Benefits section, scroll down to the segment on **Business Education Advocacy**. Here you will find the following information:

- Facts Every Legislator Should Know About Business Education
- Facts Every Business Should Know About Business Education
- Facts Every Parent Should Know About Business Education
- Facts Every Student Should Know About Business Education
- Facts Every Counselor Should Know About Business Education
- Facts Every Administrator Should Know About Business Education
- NBEA College and Career Readiness Position Paper
- NBEA College and Career Readiness Flyer
- NBEA Business Partnership Flyer

Our next electronic edition of the Legislative Update will be published in the spring. Thank you to the following contributors:

“Let us not seek the Republican answer or the Democratic answer, but the RIGHT answer. Let us not seek to fix the blame for the past. Let us accept our own responsibility for the future.”

John F. Kennedy

2015-16 NCBEA Legislative Committee

Colleen Webb, Chairperson	Michigan
Cathy Carruthers	Illinois
Kathy Mountjoy	Illinois
Sue Elwood	Iowa
Rhonda Schmaltz	Iowa

NCBEA State Legislative Contacts

Illinois	Current IBEA President
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