



Educators and  
Employers:  
Providing Education  
with a Purpose

## Volume 19-3: Pathways to Workforce Development

This is the print version of the newsletter released online.

For the online version, go here: [http://www.cordonline.net/connections/19\\_3](http://www.cordonline.net/connections/19_3)

## Celebrating Creativity and Leadership in Career Education

David Bond, NCPN Director



In this issue of *Connections* we continue to highlight some of the almost 200 presentations that will be given at the NCPN conference in Atlanta this fall. As you will see, the newsletter contains articles from Missouri, Tennessee, North Carolina, and

Georgia (two articles from the conference host state). An international flavor is added with an article about an outstanding pre-engineering program in Brazil.

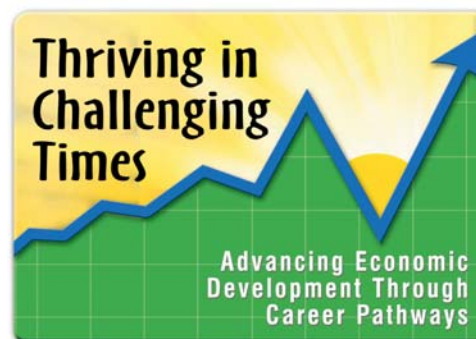
I never cease to be amazed at the level of creativity and leadership revealed in how programs come into being. But it has been shown over time that certain needs and motivations are always present.

- Secondary schools have a need to motivate students to stay in school and continue learning.
- Postsecondary institutions seek students who are ready to enter technical programs.
- Businesses need trained workers.
- Communities need to attract new industries.
- State governments and the nation need economic and workforce development to advance.

When all these elements work together, there is the potential for a win-win-win-win-win situation. In these articles, look for how students were motivated, how secondary and postsecondary worked together to create seamless transitions, how business and industry partners participated, and how states paved the way for new courses and channeled funding (including federal Perkins funds) to make it happen.

I hope you will find your way to Atlanta to discover the many creative ways that Career Pathways and Tech Prep have been working all across the country—and what they all have in common. See you there!

**Mark Your Calendar!**  
NCPN 2009 Conference, Sept 30–Oct 3  
Hyatt Regency, Atlanta, Georgia



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## Employability Transcripts: A Driving Force in a Challenging Economy

*Tawni Boman, District Career Exploration Instructor, and Elaine Metcalf, District Career Coordinator, Lee's Summit R-7 School District, Lee's Summit, Missouri*

With high school drop-out rates on the rise—about 30 percent nationwide—coupled with an anticipated severe workforce shortage as baby boomers retire, now is the time to engage our future workers. We must encourage high school students to finish their education and explore career paths. Our students will fuel the economic development pipeline with well-educated, skilled workers who are ready to fill high-quality, high-paying jobs in industries such as health care, manufacturing, technology, and engineering with companies in the suburban Kansas City area and nationwide.

The Lee's Summit R-7 School District is implementing employability transcripts along with focused learning as part of the school district's career initiative. Employability transcripts help high school students compete for jobs, apply for scholarships, and prepare for the transition from school to career.

The employability transcripts will help students demonstrate:

- Career preparedness through selection of an area of focus.
- Dependability through record of attendance in school.
- Career-ready academic skills through ACT's WorkKeys scores.
- Supervised internship programs through completion of one of the seven internship programs available to students.
- Technical skills attainment through national certifications earned or assessments passed.

The program was developed as part of the district's emphasis on connecting all students to their futures and the Economic Development Council's plea for a skilled workforce. High schools will also continue to offer academic transcripts, which are

used when students apply to colleges and universities.

To further emphasize career preparedness, the Lee's Summit R-7 School District is implementing the focused learning initiative. Focused learning is a plan of study that helps students combine regular coursework with targeted electives to make their high school experience more rewarding and relevant. Through this emphasis on focused learning, each student will complete four related units of study in a career cluster. Each career path has several focus areas that help students select their elective courses around more specific career paths. Students can complete coursework in more than one focus area or take additional coursework within a focus area to deepen their knowledge in their chosen career paths. Students can also change their focus areas if they find new areas of interest.

Career grade level suggestions are as follows.

### *8th grade:*

- Administer ACT EXPLORE Interest Inventory
- Begin compiling student's career information/portfolio folder to follow student into 9th grade
- Start 4-year career plan using Missouri Connections electronic planning system
- Introduce students and parents to focused learning

### *9th grade:*

- Utilize 8th-grade career information/portfolio folder
- Complete "Do What You Are" personality inventory
- Consistent delivery of career research in Communication Arts classrooms with district career exploration instructors

#### 10th grade:

- Administer ACT PLAN assessment
- Review information/portfolio contents with each student
- Each student declares an area of focus and completes the area of focus declaration form.
- Complete course selections

#### 11th grade:

- Administer aptitude assessments such as Missouri Connections and ASVAB
- Administer ACT WorkKeys to all students in Personal Finance course
- Review and/or revise area of focus worksheet
- Encourage participation in job shadowing and field experiences
- Complete a resume and cover letter in junior Communication Arts course and file a copy in portfolio

#### 12th grade:

- Revise resume and file a final copy in information/portfolio folder
- Possible “exit conference” to include parent and school staff
- Provide internship opportunities

- Submit a petition to add area of focus form to appear on employability transcript

Focused learning was developed using the career clusters model and current courses available to Lee’s Summit R-7 students. Students will complete area of focus declaration forms by indicating which electives they have taken or plan to take in one of the thirty-seven specified areas of focus. Major career paths include arts and communications; business, management, and technology; health services; human services; industrial and engineering technology; and natural resources.

The thirty-seven areas of focus are monitored by the Career Pathways Advisory Team. Working closely with the Career Pathways Advisory Team, students and educators are connected with industry experts, creating an ongoing dialogue to discuss industry trends and the training and skills necessary to address long-term labor needs. This program also enhances the classroom connection by fostering a relationship with local businesses to augment the students’ and teachers’ knowledge in the six career paths.

*For more information, contact Tawni Boman at [tawni.boman@leesummit.k12.mo.us](mailto:tawni.boman@leesummit.k12.mo.us) or Elaine Metcalf at [elaine.metcalf@leesummit.k12.mo.us](mailto:elaine.metcalf@leesummit.k12.mo.us).*



#### **Advertisement**

### **Jim Brazell to Speak at NCPN, NATPL Forum, and HI-TEC**

Jim Brazell will be a featured speaker at the 2009 NCPN Conference in Atlanta (September 30–October 3) and the 2009 NATPL Forum (held September 30 in conjunction with the NCPN Conference). He will also be a keynote speaker at HI-TEC (High Impact Technology Exchange Conference) in Scottsdale, Arizona (July 19-22) (<http://www.highimpact-tec.org/>).

To learn more about Jim, watch the video of his speech at the Florida Education Technology Conference (FETC) in January 2009 (<http://blip.tv/file/2123826/>). This video is a prelude to Jim’s keynotes at NCPN, NATPL, and HI-TEC, where he will discuss CTE-arts-academic integration, serious games, and TEAMS (STEM plus ARTS) CTE initiatives.

To learn more about Jim, visit his website (<http://www.jimbrazell.com>) or follow his blog *speedoflightgen* on Word Press (<http://speedoflightgen.wordpress.com/>).

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## Contextual Teaching + Business/Industry Support + Strong Leadership = Success: Hard Data and Excellent Results from Brazil

Agustin Navarra, Vice President, CORD

Research has shown that many students learn best when information is presented *contextually*, that is, in contexts that are familiar to students and in which they can perceive the usefulness of the information being presented. For three decades CORD has been an advocate of an approach to contextual teaching that it calls the REACT methodology—for relating, experiencing, applying, cooperating, and transferring. (For more, see Michael Crawford, *Contextual Teaching and Learning*, CORD, 1999.) Many teachers who have used the REACT methodology tell us that it works, but in education we normally try to get hard (measurable) data to support our beliefs and theories. That is why my colleagues and I at CORD are happy to share some excellent news.

In 2005 CORD was asked by the Embraer Education and Research Institute (IEEP in Portuguese) to plan and implement a career pathway project in pre-engineering. (Embraer is a large Brazilian aircraft manufacturer; see [www.embraer.com.br](http://www.embraer.com.br).) The project was implemented at the Colégio Eng<sup>o</sup> Juarez Wanderley (CEJW), a high school owned by IEEP in São José dos Campos, State of São Paulo, Brazil.

Students at the school must go through a tough admission process and must have attended public school for the previous four years of their education. CEJW students are very committed to their studies and love to be challenged, so we knew from the beginning that a challenging curriculum and an efficient teaching methodology would be a must. CORD proposed to put in place a comprehensive pre-engineering program consisting of three components:

1. Curriculum enrichment. This would consist of 800 hours (four semesters) on top of the students' regular high school timetable. (High school in Brazil spans three years.) Textbooks,

references manuals, and curriculum guides were provided. The enrichment strands were integrated with regular school subjects. Students took courses such as *Personal Development for Career Success*, *Principles of Technology*, *Computer and Internet Tools for Engineers*, *Electricity/Electronic/Digital*, and *Materials Nature and Technology*. Students were asked to apply the scientific method via business- and industry-oriented projects.

2. Contextual teaching. For most teachers, this type of teaching is new and unfamiliar. Thus, the teachers at the school underwent an intensive training process based on the REACT methodology. This process produced an excellent team of teachers who have been vital to the success of the project.
3. Enabling prime movers. Even with excellent curriculum enrichment materials and well-trained contextual teachers, two more components were required to make the project a success—**strong leadership** at the school level and **strong business and industry support** from IEEP. Strong but flexible leadership at the school enabled the key players (teachers, area coordinators, and school administrators) to align their efforts. Ongoing support from IEEP provided curriculum input, laboratory supplies, and assistance in conducting the annual student-run career fair.

So far we have talked about the project, but what about the results? That's the best part of this article. It is very rewarding to share with you the results of the first cohort of students. Please keep in mind that Brazil has very rigorous university admission standards. Any student who wants to continue his or her education at a university must pass a difficult college entrance exam.

According to a news release from Embraer, all of the students who graduated in December 2008, including the CORD “pre-engineering students,” have been accepted by at least one undergraduate institution.

But we still haven’t gotten to the best part of this article. During the course of the project, we collected information from the participating students and teachers. The teachers were very happy with their students’ reaction to the new courses and different style of communication between teachers and students. However, the best sources of information were the students, who were the final beneficiaries of the teachers’ efforts. In candid interviews (with no teacher or other school authority) we had serious but informal conversations with “pre-engineering” students. This was extremely rewarding. The students looked upon the program as a life-changing experience that would open many doors for them in the future. Even though the students had to stay in school two extra hours a day for four semesters, without getting a grade, they were very grateful to the school for giving them the opportunity to enrich their knowledge with skills and attitudes that are useful outside the classroom. Congratulations to these students!

So now you see why this is the best part of the article. With this project, we have qualitative

results along with hard data supporting our career pathway model. We received not only favorable reviews from students and teachers but irrefutable confirmation in the form of successful college admission tests.

These kids laid a solid foundation of knowledge, skills, and attitudes that (in our view) can be acquired only through contextual teaching and teachers who understand the methodology. Contextual curricula and teachers are a perfect fit for the knowledge-based workplace that today’s students will soon enter.

In summary, as one school in Brazil has demonstrated, a contextual approach to curriculum writing and teaching can enable committed teachers to **reach every student, no exceptions.**

Agustin Navarra, CORD, and Paulo Tadeu de Mello Lourenção, Embraer, have coauthored a paper titled “Career Pathways Approach to Engineering: Articulating High School Education to the University and to the World of Work.” They will present the paper at the COBEM 2009 20th International Congress of Mechanical Engineering, in November 2009 in Brazil.

*For more information, contact Agustin Navarra at [anavarra@cord.org](mailto:anavarra@cord.org).*

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## Tennessee High Schools Team-Teach Dual Enrollment First Responder Course

*Cathy Day, Coordinator of Dual Studies, Roane State Community College, Harriman, Tennessee*

Roane State Community College (RSCC) is partnering with the Tennessee Department of Education to offer a dual enrollment First Responder course. The partnership opens postsecondary health science courses to high school juniors and seniors. The success of the model encourages higher education institutions to pursue similar educational opportunities.

Though postsecondary career and technical education courses are widely available to high

school students, many institutions of higher education are reluctant to permit dual enrollment in courses in health science. In offering a First Responder course to high school students, Roane State is breaking this barrier.

The idea began in spring 2008 when the director of the RSCC EMT/Paramedic Program, Danny Sheckles, met with Sheila Carlton, Tennessee Department of Education Health Science Consultant, to discuss the integration of the

secondary Emergency Medical Service (EMS) course with the postsecondary First Responder course. Because of numerous shared competencies, it did not take long to merge the courses.

Carlton states, "For students in the state of Tennessee, I think this is going to be a very dynamic opportunity. I personally know many health care professionals who got the 'health care bug' by starting as First Responders and EMTs. If we can help sixteen- and seventeen-year-old students realize they have a love for health care with this program, then they will be more successful with their careers."

Two pilot courses were offered in fall 2008 with 24 students enrolled. The pilot program grew to 147 students enrolled in nine classes in spring 2008 with ten additional high schools scheduling classes for fall 2009. Student success was evidenced by the end-of-course grades: 42 percent earned an A and there were no failures. Although high school counselors and health science instructors recommended students for the program, there were no academic prerequisites per se. Students who had completed a secondary Anatomy and Physiology course were better prepared for the rigorous curriculum.

Because of this pilot program, the following high school program of study has been established:

- Health Science Education (9th grade)
- Medical Therapeutics (10th grade)
- Anatomy and Physiology (11th grade)
- EMS/First Responder (12th grade)

As the first course in a postsecondary program, First Responder provides a seamless transition to the Roane State Emergency Medical Technician (EMT) certificate program, which can lead to a two-year degree in Allied Health Sciences. By taking a foundational course for a postsecondary degree,

high school students have an opportunity to explore their interests while advancing toward their career goals. When they have completed the course, students who are 18 years of age are eligible to sit for the State First Responder Certification Examination. The age restriction is currently under consideration for policy revision and is expected to be lowered to 17 within the year.

In the EMS/First Responder program, the high school health science teacher teaches the course in conjunction with an assigned RSCC adjunct faculty, who is a certified First Responder instructor. Class is conducted five days a week with the high school teacher always present. The program accommodates the flexibility of college adjuncts' schedules but requires 90 student contact hours.

The Tennessee Department of Health Division of Emergency Medical Services requires that specific equipment and supplies be onsite. High schools are expected to provide the necessary items, though RSCC has loaned equipment to some schools during the pilot. All participating high schools are expected to have the equipment by fall 2009, utilizing Perkins IV funds and other resources. Textbooks have been purchased individually by students at some high schools while some LEAs chose to assist students in the purchase. State adoption of the textbook is pending.

"It has been a learning experience for the high schools and for the college, requiring effort to overcome the challenges, but we are excited to engage students in learning about the medical field," says Director Danny Sheckles. "Providing young people hands-on experience in exploring career options benefits us all."

*For more information, contact Cathy Day at [daycl@roanestate.edu](mailto:daycl@roanestate.edu).*

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## Georgia Bioscience Technology Institute (GBTI)

*Philip Gibson, Bioscience Program Director, Gwinnett Technical College, Lawrenceville, Georgia*

The Georgia Bioscience Technology Institute (GBTI; see [www.gabioscience.org](http://www.gabioscience.org)) is a collaboration created through a Community Based Job Training Grant from the United States Department of Labor. The collaboration is between Gwinnett Technical College in Lawrenceville, Georgia, and Athens Technical College in Athens, Georgia. Through the GBTI, these colleges are working to develop a biotechnology workforce in an area of Georgia known as the Innovation Crescent ([www.innovationcrescent.com](http://www.innovationcrescent.com)). This effort consists of an array of activities intended to facilitate a workforce pipeline stretching from middle school to employment in the biosciences industry.

Since the grant's inception, numerous initiatives have been implemented. Chronologically for elementary students, the development of middle school tasks incorporated into the state's academic standards will capture the interests of students at a time when they often lose interest in math and science-related topics. Some examples of these tasks include a nuclear transfer utilizing Jello™, an electrophoresis rig made from Lego™ blocks, and an artificial heart valve made from rubber tubing and latex gloves. These tasks, coupled with the necessary teacher training, create an early student interest in the field of bioscience. GBTI implemented high school opportunities for students to explore bioscience while meeting the necessary graduation requirements. Two separate career-track curricula and a stand-alone biotechnology science course have been incorporated into the options for Georgia's high school students to meet their graduation requirements. Of course, teacher training required for delivery of the course competencies has been developed and delivered within the Innovation Crescent to facilitate this K-12 educational path. Technical college-level programs have been established, including certificates in regulatory assurance, clinical research, and laboratory

technologists, along with associate degrees in bioscience and biotechnology. These postsecondary educational programs deliver hands-on instruction that prepares students to move directly into the workforce or continue on to baccalaureate programs. Included in these programs is a 300-hour internship that smoothes the transition into the workplace.

The creation of a life science educational system requires an extensive and coordinated network of educators, industry partners, governmental agencies, and students. Specific transition points are particularly vulnerable to loss of students. The transition from middle school to high school is one of these points. Development and implementation of bioscience-based teaching tasks is a method by which students can develop a keen interest in math and science during the impressionable middle school phase. High school graduation, or lack thereof, is another transition point where students often exit the pipeline. Here we can implement hands-on, engaging curriculum based on bioscience techniques utilized in industry and research settings to establish a foundation in math and science learning. An engagement in high school is likely the most critical phase in the pipeline. Technical college programs solidify the experiential learning coupled with supportive theory that enables students to become contributing employees. This science education system is not only critical for individuals interested in science-based careers, but also provides for a science-literate population to participate in public policy making.

The GBTI consists of a variety of educational professionals linked to industry representatives. Together, we seek to incorporate bioscience learning into our educational system. Careers in the biosciences will offer students opportunity to contribute in health care, alternative energy, agriculture, forensics, and, of course, education for

the future. Join us as we move to a new place in science education in the United States.

A presentation by the GBTI at the upcoming National Career Pathways Network (NCPN)

conference will highlight much of this endeavor and describe opportunities to get involved.

*For more information, contact Philip Gibson at [pgibson@gwinnetttech.edu](mailto:pgibson@gwinnetttech.edu).*

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## Teaching College Courses to High School Students: That's Not What I Signed Up For

*Pamela Silvers, Chairperson, Business Computer Technologies, Asheville-Buncombe Technical Community College, Asheville, North Carolina*

North Carolina has recognized the need for high school students to begin their college careers early. On the Learn & Earn Online initiative website (<http://vlc.nccommunitycolleges.edu/LaE/>) the following statement indicates that even more high school students will be going to the community college: "Thanks to the leadership of Gov. Mike Easley and the NC General Assembly, North Carolina high school students can earn college credits through a special Learn & Earn Online initiative beginning in the 2007-08 school year."

In addition, "the purpose of the Huskins Bill cooperative program . . . is to make available to high school students college level courses not otherwise available to them and to effect an uninterrupted education flow from the high school into the community college or four-year college or university" (<http://www.sprunt.com/huskins.html>).

These initiatives mean that more students under age 18 will be able to enroll at Asheville-Buncombe Technical Community College (A-B Tech). In the 2001-2002 academic year, 6.9 percent of our curriculum students were under age 18. In spring 2009, over 20 percent of the curriculum students are dual enrolled.

The **Teaching College Courses to High School Students** program was developed to increase and maintain quality in vocational and technical education when delivered to high school students. Vocational/technical faculty may have little or no experience teaching high school students. Instructors are often unaware of best practices and college resources available to them. Many indicate that they

would benefit from knowing about the resources available when teaching high school students.

In designing the program, the developers held focus group meetings with (1) high school personnel (assistant principals; to receive input on what they would like college instructors to know before coming to the high school campus) and (2) third- and fourth-year high school students who had taken at least two college classes (to find out what they would have liked to receive from college faculty).

As a result of these focus groups, A-B Tech now offers workshops for college instructors who teach high school students. The first workshop was held in January 2009. However, we have also developed an online course using Blackboard to provide a flexible, well-organized, cohesive, and easily accessible resource. This allows the community college to integrate the skills and experiences of the vocational/technical instructor with the training and support necessary for effective teaching of the high school population.

The workshops and online course cover many topics, including:

- Understanding the different options available for high school students at A-B Tech.
- Understanding the resources available to instructors who teach these courses.
- Understanding instructor responsibilities when teaching high school students.
- Learning what high school administrators want instructors to know when teaching courses on their campuses.

- Learning what high school students want instructors to know about them as students.

In addition to offering this program at A-B Tech, the college received a Perkins grant to make the online content available to other community colleges in North Carolina. At the NCPN conference

in Atlanta, a workshop will provide information on both the grant and the teaching methodologies and resources available to postsecondary instructors who also teach high school students.

*For more information, contact Pamela Silvers at [psilvers@abtech.edu](mailto:psilvers@abtech.edu).*

## Graduation and Beyond: Creating Lifelong Learners

*Melissa H. Williams, CTAE Director, Bartow County School System, Cartersville, Georgia, and*

*Tammy L. Hufstetler, Work Ready Coordinator, North Metro Technical College, Acworth, Georgia*

Are your graduates Work Ready? Do they have the skills to meet the needs of business and industry?

Our community created a team of economic development, government, and education partners to meet the specific criteria necessary to be officially named a Certified Work Ready Community. As educational leaders, we understand and embrace our role in the economic development of our communities. If our educational institutions cannot produce students who are ready to enter today's highly technical job market, how can new business and industry be drawn to our communities? To become a Certified Work Ready Community in Georgia, counties must demonstrate commitment to improving the high school graduation rate and produce a specified number of Work Ready certificates from the available workforce pool. Georgia's workforce development initiative measures the "real world" skills of individuals, provides valuable job training, and assists employers in matching the right people to the right positions.

The Georgia Work Ready initiative began in 2006 as an effort by Georgia Governor Sonny Perdue and the Georgia Chamber of Commerce to improve the occupational training and marketability of the state's workforce and advance the state's economic growth. Georgia's Work Ready model is the only existing partnership between a state government and a state chamber of commerce. Georgia's initiative focuses on three components: job profiling, skills assessment, and education and training. Job profiling determines the level of skill

necessary to learn required job tasks. The purpose of this component is to help employers build the workforce they need. Developed by ACT, the nationally accredited *WorkKeys* assessment measures core skills and work habits. Core skills that are highly important to most jobs in the workplace include applications in mathematics, reading for information, and locating information. These skills are critical for job success in the current market and for mastering the innovative technologies of future workplaces. Work-related attitudes and behaviors such as cooperation, discipline, and ambition are measured by the work habits assessment. The training component efficiently closes any identified skills gaps.

Work Ready certificates are awarded based on the lowest level earned in any of the three core assessment areas. For example, if an individual's scores on the three tests are 4, 4, and 5, he will earn a silver certificate. Georgia certificates are based on four categories. A platinum certificate signifies that an individual scored at least a level 6 on each core assessment and has the skills necessary for 99 percent of jobs in the *WorkKeys* database. Gold level means a score of at least 5 on core assessments with the skills necessary for 90 percent of jobs. Individuals who earn silver certificates possess skills required for approximately 65 percent of jobs and scored at least a 4 on core tests. The bronze level indicates a test score of 3 and qualification for 35 percent of jobs.

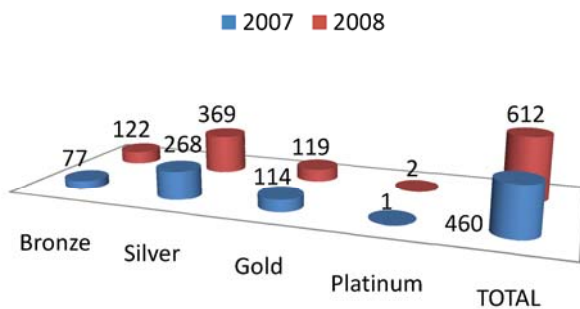
Our community participated in the accelerated grant program, which means goals were to be achieved within 18 months. The players of the Work Ready team included the Bartow County School System, Cartersville City Schools, Cartersville-Bartow County Chamber of Commerce, Bartow County Economic Development Department, Cartersville Career Center (Department of Labor), Bartow County Government, City of Cartersville, and North Metro Technical College. Our goals were to improve the high school graduation rate and to encourage the current and available workforce to earn Work Ready certificates. Our targeted labor market groups consisted of the private sector and public entities, unemployed persons, current high school seniors and recent graduates, GED completers, and college graduates. The goal was for 871 community members to earn Work Ready certificates. Final results produced 1713 certificates for Bartow citizens—97 percent above the initial goal. High school seniors represented 1072 certificates.

the certificate and show students that they possess marketable skills.

During the Bartow County Work Ready process, the combined high school completion rates for Bartow County and Cartersville City increased from 64.5 percent to 72.4 percent. In Bartow County Schools, the graduation coaches, work-based learning coordinators, and career-technical instructors have participated in the Work Ready assessment and earned certificates themselves. If school personnel perceive the value of the Work Ready certificate, they can assist in the efforts with students and continue to help ensure a focus on learning and readiness beyond graduation ... creating lifelong learners.

*For more information, contact Melissa H. Williams at [melissa.williams@bartow.k12.ga.us](mailto:melissa.williams@bartow.k12.ga.us) or Tammy L. Hufstetler at [thufstetler@northmetrotech.edu](mailto:thufstetler@northmetrotech.edu).*

**Work Ready Certificates Earned by Bartow County Seniors**



The Bartow County School System has worked to ensure that its graduates are prepared to meet the workforce demands of the community. For two years the *WorkKeys* assessment has been administered to all seniors in our three high schools. Results indicate that over 90 percent of our graduates are Work Ready, a distinction that is noted in graduation programs for seniors who earn Work Ready certificates. Students' certificates are awarded along with their high school diplomas. Through these endeavors, we strive to add value to

## Connections

**Mark Whitney**, Editor

**David Bond**, Director, NCPN

*Connections* is published by the National Career Pathways Network, an organization of educators and employers dedicated to the advancement of Career Pathways, Tech Prep, and other CTE initiatives. NCPN assists its members in planning, implementing, evaluating, and improving workforce education programs. NCPN was founded by CORD, a national nonprofit organization that has been leading change in education for over twenty years.

### Questions about *Connections*?

Contact: Mark Whitney, NCPN, P.O. Box 21689, Waco, TX 76702-1689; 254-772-8756 ext. 315; or [mwhitney@cord.org](mailto:mwhitney@cord.org)

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