



# The newsletter of the National Career Pathways Network Connections

Vol. 26, No. 2: *T-E-A-M! (Together Everyone Achieves More)*

## ***From the Director . . .***

*Debbie Mills, Director, NCPN (dmills@cord.org)*



Teams are more than just collections of people. Teams produce synergy and create outcomes that are greater than the sum of their individual members.

Teams are effective in achieving challenging goals when their members distribute knowledge and communicate well. But, they become even more effective when leadership is shared between members. Being an effective team member and a successful team-oriented leader requires knowledge

and lot of practice.

Looking to attend **NCPN 2016, October 5–7 @ Indy**? Then start now assembling your Career Pathways Development **T-E-A-M**. Teams are an excellent way to model Career Pathways development, and bringing a team allows institutions to work together and share the insights gained from the sessions. Last year at NCPN 2015 many school districts did just that and found the conference to be the perfect place to gain knowledge, set goals, share ideas, and build the synergy needed to return and get to work!

Hope to see you there!



## **Secondary Health Science Education—A Cross-State System**

*Scott Hess, Former Branch Chief, Office of Career Technical and Adult Education (OCTAE), U.S. Department of Education*



**THE NEED**—In response to an aging population and the adoption of the Affordable Care Act, the demand for healthcare services may soon become overwhelming (National Center for the Analysis of Healthcare Data, Workforce Demand Analysis, October 2013). Between 2010 and 2020, nearly 7.5 million health workers will be needed nationally to fill new jobs and to replace workers who leave their jobs (U.S. Department of Labor, Bureau of Labor Statistics, National Employment Matrix, employment by industry, occupation, and percent distribution, 2010 and projected 2020). This predicted workforce shortage is especially critical in rural and underserved communities. Responding to this national crisis is putting a tremendous strain on postsecondary institutions to graduate many more physicians, nurses, and allied health practitioners. To meet the projected workforce needs, the number of students entering the health science education pipeline must increase dramatically, and, likewise, the number of these programs must also increase to accommodate more students. Traditionally, students have entered the health science pipeline after graduating from high school or later as adults. Without any prior preparation or experience, many of these potential students lack the knowledge and skill foundations required to 1) make informed health career selections and 2) meet the rigorous demands of postsecondary health science education.

Across the United States, there are 26,407 public secondary schools ranging from large suburban and urban high schools to thousands of small rural schools (U.S. Department of Education, National Center for Education Statistics. (2015). Digest of Education Statistics, 2013 (NCES 2015-011)). Many of these schools do not offer health science programs. The total number of high school students is over 14.9 million (U.S. Department of Education, National Center for Education Statistics. (2015). Digest of Education Statistics, 2013 (NCES 2015-011)). Career interest inventories given by school counselors as early as middle school indicate that healthcare is one of the top career interest areas. However, according to the Office of Career, Technical and Adult Education at the U.S. Department of Education, the total number of high school students who participated in health science programs in 2014 was only 299,368 (<https://perkins.ed.gov/pims/DataExplorer/CTEConcentrator>).

**A SOLUTION**—The National Consortium for Health Science Education (NCHSE), founded in 1991, is an organization of state and local secondary and postsecondary health science education leaders and healthcare industry representatives. Since the organization’s founding, the mission of NCHSE has been to provide leadership promoting high-quality health science education programs through collaboration among educators, the healthcare industry, policymakers, professional organizations, and a publishers’ coalition. Early on, with support from the Departments of Labor and Education, NCHSE was funded to create a model health

science career pathway for high school students that would seamlessly connect them to postsecondary education, providing them an opportunity to enter the health science “pipeline” while still in high school. As a result, high school teachers (for the first time) sat down with college faculty and industry partners at the national level to answer the question, “What are the foundational knowledge and skills needed for high school students to be successful in any postsecondary health science program?” Through this collaboration, the first set of high school National Health Science Standards (NHSS) was established. The NHSS provided a clear and consistent understanding of industry and postsecondary expectations for teachers and students. The standards were designed to provide the essential knowledge and skills common across all health professions to prepare and increase the number of students who are college and career ready. The standards have been updated and revalidated several times—most recently in May of 2015. The NHSS and objectives can be found at [www.healthscienceconsortium.org](http://www.healthscienceconsortium.org).

**CREATING A COMMON SYSTEM**—Nearly all healthcare workers must be certified, licensed, or registered to practice. This results in common prescribed programs of preparation in postsecondary education. The NHSS were created to provide the same needed consistency at the high school level. Currently, however, not all states or local programs utilize the NHSS. The resulting inconsistency among secondary programs creates confusion for postsecondary educators and industry partners. Just as postsecondary educational institutions must be consistent as they prepare students for the workforce, high schools need a common system to ensure consistency in preparation of students for seamless entry into postsecondary education. Assessments leading to certifications, licensure, or registration are essential for postsecondary students to demonstrate competency before they enter the workforce. Similarly, an assessment for high school students that demonstrates NHSS competency is valuable to demonstrate they are prepared for the rigors of postsecondary programs. The NCHSE has created a knowledge-based assessment aligned with the NHSS that is delivered online and designed to evaluate student competency. The NHSS are supported and recognized by the healthcare organizations listed below, and the certificate of completion of the National Health Science Assessment will demonstrate student achievement and preparation for postsecondary education.

- Tri-Council for Nursing
  - American Association of Colleges of Nursing
  - American Nursing Association
  - American Organization of Nurse Executives
  - National League for Nursing
- Health Professions Network (HPN) (represents over 185 allied health professions)
- American Medical Association (pending)

In addition to the support of these outstanding healthcare organizations, health science education programs are encouraged to affiliate with HOSA-Future Health Professionals, a national career and technical student organization (CTSO). The NHSS are fully integrated into the HOSA Competitive Events Program. There are fifty-seven competitive events available for state associations and local chapters to offer HOSA members a wide range of opportunities to develop, practice, refine, and be recognized for their ability to demonstrate their knowledge and/or skills at state and national conferences. Events are organized into six categories: 1) health science, 2) health professions, 3) emergency preparedness, 4) leadership, 5) teamwork, and 6) recognition. HOSA's ultimate intent is to provide tools, resources, and unique opportunities for classroom instructors to engage, motivate, instruct, and retain HOSA members as next-generation health professionals in their communities, states, and the nation. Students who participate in HOSA and are exposed to the NHSS through classroom instruction and competitive events participation graduate high school ready for college and careers and are prepared to transition seamlessly from education to careers ([www.hosa.org](http://www.hosa.org)).

**SUMMARY**—Participation by all states in a common national high school health science education system organized around the National Health Science Standards and recognized by the health industry and postsecondary partners will result in a continuous, growing supply of well-prepared students entering the workforce. Successful collaboration at the local level between high schools, postsecondary partners, and healthcare employers that includes open, ongoing lines of communication is the key to an effective, consistent career pathway. To provide more information about the National Health Science Career Pathway System, the National Health Science Standards, and the National Health Science Assessment, NCHSE will sponsor the 2016 National Health Science Curriculum Conference, October 11-14, in Louisville, Kentucky, designed for secondary teachers, postsecondary faculty, school counselors, and CTE administrators. Information about the conference can be found at <http://www.healthscienceconsortium.org/conferencesevents/>.

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### ***Get in the Game: Engaging Students in Active Healthcare Instruction***



**Priscilla Parker**, Santa Fe College Career Pathways Coordinator ([Priscilla.parker@sfccollege.edu](mailto:Priscilla.parker@sfccollege.edu)); **Nilanjana Caballero**, Santa Fe College Sciences for Health Programs Department Chair ([nilanjana.caballero@sfccollege.edu](mailto:nilanjana.caballero@sfccollege.edu)); **Janine Plavac**, Gainesville High School Academy of Health Professions Director ([plavacjd@gm.sbac.edu](mailto:plavacjd@gm.sbac.edu)); **Kim Smith**, CreativEd Executive Director ([kims@cfl.rr.com](mailto:kims@cfl.rr.com))

The Career Pathways Consortium of Santa Fe College, Alachua County Public Schools, and Bradford County School District has conducted training workshops for local and rural health

academy teachers since 2007 to develop strategies and processes that increase the quantity and quality of nursing and allied health professionals in the Heart of Florida.

Our interactive training workshop titled *Engaging Students in Active Healthcare Instruction Through Learning Games* uses Shadow Health digital clinical health assessments, health sciences bingo, and group activities as innovative tools for energizing secondary and postsecondary students in active healthcare instruction. These tools enable students to enjoy the learning experience and remember what they have learned.

Instructors are challenged to move away from using traditional teaching methods that focus on the teacher and cognitive learning outcomes, and focus on what really matters—the learner. Learning game tools not only help teachers provide relevant course content in meaningful ways but strategically invite the learner to apply course content—to use it, to play with it—to transfer the information from short-term to long-term memory. When instructors simply teach and move on, students do not learn as well as when instructors teach, use (the content), and repeat. The more repetition, the easier it is to retrieve the information.



Students in the Gainesville High School Academy of Health Professions use health science bingo to help them master their medical terminology course, and as preparation for earning advanced college credit when taking the Career Pathways college-level exam for medical terminology. Students take the assessment exam in December. Since 2010, 95 percent of

students have earned an A or B for this course on their permanent college transcripts. After high school graduation, these academy students move on to more education at SF College or four-year institutions and become certified to enter jobs such as nursing assistant, pharmacy technician, first responder/EMT physical therapy aide, and rehab aide.

Following are descriptions of some of the resources and games our students have benefitted from using.



The Shadow Health Digital Clinical Health Assessment is a simulated 3D interactive learning environment. Students at the secondary and postsecondary levels benefit from using the Shadow Health resource as a virtual and in-depth clinical environment for Health Assessments. The Shadow Health interactive environment fosters increased confidence in realistic scenarios. Students can conduct patient interviews using the natural language conversation engine and

engage in open-ended conversations to gather subjective data and practice patient-centered communication. Faculty can request a demo of this tool. Visit the links provided below to gain a better understanding of this tool. Shadow Health website ([www.shadowhealth.com](http://www.shadowhealth.com)); videos at <https://player.vimeo.com/video/101735331> and [https://www.youtube.com/watch?v=\\_ws5-9ixtSY](https://www.youtube.com/watch?v=_ws5-9ixtSY).

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Play **Medical Terminology Bingo** to assess students' knowledge of medical roots, prefixes, suffixes, abbreviations, and other information.

1. The game is played with standard Bingo cards (5 rows across and down with the middle space a free space).
2. Use card stock to cut out 2"x 4" index-type **word cards** for about 50-75 terms.
3. Give each student 3 blank word cards and using a fine-point sharpie have them each write a term on each word card from your desired list of 50-75 terms (aligned to your textbook or curriculum) and the definition on the other side. Making the word cards can be fun chaos for the students.
4. Distribute the bingo cards (50 for a class of 25) and follow standard bingo rules, except the teacher reads a word(s) and the student must mark the appropriate word or abbreviation on his/her card.
5. When a student calls "bingo" (straight bingo or 4 corners), use the word cards to review the right answers.

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### Timed Recall

Give students 20 seconds to list muscles that begin with the letter B. (biceps brachii, biceps femoris, brachialis, brachioradialis, buccinators, bulbospongiosus) The time limit is important.



To be useful, information must be stored (consolidated) so that it can be retrieved when needed, as on a test. A 20-second game, or any game that provides opportunities to repeat content, helps that process. The point is this: When one teaches and moves on, students do not learn as well as when one teaches, uses the content, and repeats. The more repetition, the easier it is to retrieve the information. (Follow the game with a short discussion. Ask students about their experience during the game. Students should say that they were thinking about the entire body to get to the B muscles. Their brains should have been working hard to search for the right answers.)



### **Blood Signs**

1. Four signs are posted around the room, as 4 teams spread out as far as possible, with the phrases:
  - Red Blood Cells
  - White Blood Cells
  - Platelets
  - Plasma
2. Slips of paper with the above phrases are distributed before the session begins.
3. Leader names a question, i.e. question on female reproductive system
  - Name a section of the uterus.
  - What are the breasts mostly made of?
  - When a follicle ruptures, where does the egg go first?
  - Name something that can cause the menstrual cycle to cease.
  - Name a pregnancy-controlling hormone that is not secreted by the ovary.
4. Participants will be asked to immediately walk to the correct sign.
5. Team members try to match the leader's answer. (There is not one clear correct answer.)
6. Once everyone is under a sign, they should huddle with the people under their sign and determine if anyone wants to move to a different sign.
7. Team members earn a point if answers match their team leader, or come close.

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Engaging students in active healthcare instruction has helped our consortium meet the goals of:

1. Preparing students for healthcare occupations,
2. Offering support and training to high school health academy instructors,
3. Providing career pathways and college credit opportunities,
4. Increasing the number of qualified health professionals, and
5. Filling Nursing and Allied Health vacancies in the Heart of Florida.

The Health Sciences Programs at Santa Fe College offer a variety of degrees and certificates in healthcare that lead to high-wage, high-demand careers with outstanding opportunities for professional development. Programs include certificates, advanced technical certificates,



associate degrees, and bachelor's degrees. These programs are designed to be accessible to nontraditional students and are offered in response to the current healthcare needs of our community.

For more information:

- [www.sfcollege.edu/health/](http://www.sfcollege.edu/health/)
- [http://www.sfcollege.edu/career pathways](http://www.sfcollege.edu/career_pathways)
- [http://gainesville.sbac.edu/pages/GHS0151/Magnet\\_Programs/Academy\\_of\\_Health\\_Professions](http://gainesville.sbac.edu/pages/GHS0151/Magnet_Programs/Academy_of_Health_Professions)
- [www.shadowhealth.com](http://www.shadowhealth.com)

## ***Buffalo Schools' Career and Technical Education Department: Fulfilling Buffalo's New Employment Needs by Procuring CTE Grants***

*Robert P. Harris, Supervisor, Buffalo Schools Career and Technical Education*



Ever since the inception of Buffalo, NY's Vocational High schools in the early 1900s, Buffalo has been a leader in career and technical education (CTE) at the high school level. Buffalo currently boasts of 15 high schools that have made the transition from vocational education pathways to CTE pathways. These schools have survived the economic changes that are visibly and economically evident in the City of Buffalo. Once a hub for manufacturing and now considered a part of the rust belt, Buffalo is going through an economic resurgence. Buffalo's CTE schools are also going through a resurgence. The community is realizing that CTE is an educational resource that can be positioned to help the city meet its skilled workforce needs. With a current base of 25 programs of study and a state-reported graduation rate of 86.92% for the year of 2014 (New York State Education Department), Buffalo School's CTE administration believes that it has the wherewithal to meet the challenge.

With economic change comes the need to change how we educate. This means aligning our educational offerings to meet economic and employment goals of our Western New York State region. In the past couple years there has been a push by the governor to highlight and support the driving economic factors that will lead to the economic sustainability of the region. Those factors include the following economic sectors of growth: green energy, hospitality and tourism, health sciences, and advanced manufacturing.

The Buffalo City School District's CTE department set out to do everything in its power to meet the educational need that would in turn meet the demand for highly skilled employees in these sectors. The director of Buffalo's CTE, Katherine Heinle, led a pointed focus to write grants that meet the students' educational goals while ensuring rigorous instruction and supplies and



equipment that meet industry expectations. Since 2014 her team has managed to secure and implement three grants totaling \$9 million. In doing so she has garnered partnerships with area colleges and a host of high-level industry advisors. The grants include a U.S. Department of Labor grant geared toward the health sciences, a Pathways in Technology (P-TECH) grant geared toward green construction, and most recently another P-TECH grant geared toward advanced manufacturing. All the grants offer a format that includes an expense-paid opportunity to attain collegiate credits and industry certifications. The P-TECH grants offer a pathway to an associate degree at no cost to the student.

As Buffalo continues on its pathway to resurgence, the CTE department will continue to identify grants and programs that will prepare young people for new and innovative pathways to success. The goal is to ensure that students are positioned to take on high-demand, high-wage, high-skilled jobs in new and emerging career pathways. We all know that with our students' success come the community's economic success and sustainability.



One of Buffalo's Vocational high-schools in the early 1900s



P-TECH green construction students being introduced to the function and installation of solar panels



P-TECH Green Construction Summer Bridge program for freshmen. Getting a jumpstart and checking out the work of the seniors before the Habitat house is moved to its site.



Youth Career Connect students participating in a career fair for 7th graders interested in the medical pathway

For more, visit our website at [http://www.buffaloschools.org/Career\\_Technical.cfm](http://www.buffaloschools.org/Career_Technical.cfm) or contact the author at [RPHarris@buffaloschools.org](mailto:RPHarris@buffaloschools.org).

## ***Obtaining Career Ready Credentials for Health Science Students***

*Lyndsey McDonald, CTE Division Director, National Healthcareer Association*



Earning an industry-recognized credential helps students access a better future, whether they wish to further their education in college or launch their careers upon high school graduation. However, many school districts are unaware that national certification in a number of allied health fields is available to health science students prior to graduation.

That’s why leaders at National Healthcareer Association (NHA) are traveling to conferences like NCPN—to let educators and administrators know national certification is attainable by high school students and that NHA has tools that will help their programs prepare students to earn their work-ready credentials.

Empowering students to access a better future—this is what NHA is all about. Since 2010, more than 2700 allied health educational programs have provided their graduates with the option to earn an industry-recognized credential from NHA, making NHA one of the largest certification providers in the country with more than 500,000 certifications awarded nationwide.

NHA works with both secondary and postsecondary healthcare training programs to help prepare graduates for high-demand allied health professions.



of healthcare systems  
and organizations  
backed by a dedicated  
Industry Awareness Team

\*Based on internal tracking by NHA Industry Awareness team



“We teach students real skills and prepare them for real experiences that can be used no matter what they decide to do after high school,” said Cindy Robinson, health science teacher at Robert E. Lee High School in Tyler, Texas. “It’s a great stepping stone to a college degree, and it’s a great way to pay for a college degree. And some are ready for full-time employment if they want that.”

Robinson has 21 years of nursing experience in addition to her tenure at Robert E. Lee. She’s seen first-hand the opportunities students have once they graduate with a national certification, including career growth opportunities as well as increased employer satisfaction and higher retention rates.

It’s a win-win situation. Healthcare employers are getting qualified professionals and high school graduates are adding valuable experience to their resumes, or even launching their careers. However, it’s an opportunity that goes underutilized simply because of a lack of awareness.

NHA seeks to improve the quality of healthcare by establishing a national standard for entry-level healthcare professions. They offer eight National Commission for Certifying Agencies (NCCA) accredited certification exams recognized by thousands of healthcare providers across the country. Through partnerships with career and technical education programs, NHA helps communities fill their in-demand healthcare jobs with qualified workers right out of high school.

To be eligible for NHA certification, students must complete an approved training program and be scheduled to graduate from an accredited high school or GED program. Students can take an NHA certification exam and receive a Provisional Certification up to 12 months before graduation.

A Provisional Certification is a placeholder and is intended to allow candidates to take certification exams as near as possible to the time they complete their training. Candidates must hold a high school diploma or its equivalency in order to receive a standard (full) certification.

Additionally, NHA offers study materials that schools can use to help their students succeed. For example, according to Greg Stanfield, Dean of Education at Stevens-Henager College in West Haven, Utah, students enrolled in Stevens-Henager's healthcare programs are given access to numerous NHA resources to help prepare for their certification exams. Stanfield reports remarkable results. "Our students are getting great jobs in the public and private sectors, and the certifications are helping them earn promotions and achieve raises. These jobs mean a lot to our students and their families."

NHA helps school districts and health science instructors navigate the industry certification process. If you're interested in offering NHA certification exams in your district, call 844.246.1045 for more information.

*Author Lyndsey McDonald, NHA's CTE Division Director, presented at the National Career Pathways Network (NCPN) conference in Dallas, Texas, in the fall of 2015. Lyndsey leads a team of NHA healthcare education consultants who assist local districts across the country to implement a national certification process into their health science programs. Lyndsey's team also helps to ensure student success by educating teachers about effective preparation practices and resources. Prior to her role as division director, Lyndsey was a certification specialist overseeing secondary and postsecondary partnerships for the eastern United States. Lyndsey has also worked as a state legislative consultant at the Association of Private Sector Colleges and Universities (APSCU), where she maintained relationships between APSCU and state-level private sector college associations. Lyndsey graduated from American University and resides in Portland, Maine.*

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## ***What Is a Freshman Transition Initiative and Why EVERY School Needs One***

*Chris Foster, Lead Teacher, Success 101, Derby High School*



The statistics are staggering. Every school day in the United States, 7000 students drop out—that’s more than 1.2 million each year! For every 100 ninth graders: 70 percent graduate from high school on time, 44 percent of those enroll in college right away, 30 percent of them remain enrolled in a 2nd year of college, and only 21 percent graduate college within six years. Stated another way, roughly 1 in 50 of said students will graduate with a bachelor’s degree in six years. The final mind boggling statistic is this: 67 percent of dropouts make their decision before the winter break of their **freshman** year of high school.

In 2011, Derby High began a journey to address dropout rates (dropout prevention), find a way to ensure our students were ready for life after high school, and address the lack of financial literacy seen in our students. We knew we wanted **EVERY** student to be included. These are issues faced by everyone, not just a select few. After doing some research, we concluded we needed a freshman transition program.

It was, and continues to be, our firm belief that students should work on their 21st-century skills: communication, creativity, collaboration, and critical thinking. To ensure this, we employ “The 3 R’s”—relationships, rigor, and relevance. As seen in the two plans given below, the team of teachers you have in front of the class is key. We began with a team of 10. Three years later, we have a team of six who teach our full-year freshman program and one who is starting our semester-long version for transfer students.

One of our primary goals is to have a personal plan of study (PPS) for each student, now a state requirement. We want ours to extend beyond high school at least two years, getting students through the crucial years following high school. A PPS helps prepare students to take control of their education and stay motivated. Having an *online* PPS gives students the flexibility and portability that they are used to in today’s age.

Other goals:

- Engage freshmen during their first year of high school.
- Place each student in a pathway of interest.
- Have students learn basic budgeting and personal finance.
- Through activities such as mock interviews, guest speakers, and field trips, have students work on their “soft skills” (time management, active listening, punctuality, etiquette, taking responsibility for one’s actions, using a firm handshake).

We prepare students for their future by looking at how they can pay for further education and retirement, gain experience, overcome obstacles, support their chosen future lifestyles, and learn the lifelong process of setting goals that are measurable and attainable.

In the beginning, we chose a set curriculum. This was very beneficial as it gave us a starting point, a scope and sequence, to get our program up and running. It is not the only way to begin a freshman transition program, but we found that having something to start with has proved to be most helpful. Once you find what works best for your students, adapt and adjust as required. Our team continually adds to or tweaks what works for our program and eliminates what doesn't.

Below are two plans for getting a freshman transition program started at your school. The two plans share many common features.

These ten steps are recommended by **Dr. Rebecca Dedmond of George Washington University**. For details on the steps, visit <http://www.freshmantransition.org>.

Step 1: Gather your resources.

Step 2: Create a vision.

Step 3: Form a team of champions.

Step 4: Generate community buy-in for the new course and 10-year plan.

Step 5: Identify a curriculum that will accomplish your course goals.

Step 6: Recruit your most experienced teachers to conduct the course.

Step 7: Provide professional development and course planning time.

Step 8: Make your freshman transition initiative a school-wide effort.

Step 9: Share all students' 10-year educational and academic plans.

Step 10: Recognize and reward success.

Following are the seven parts of the plan recommended in ***The Ninth Grade Opportunity: Transforming Schools from the Bottom Up*** by Scott Habeeb, Ray Moore, and Alan Seibert. To purchase the booklet, visit <http://solutionsetc.org/form/bookorder.html>.

Part 1: A team of teachers

Part 2: Making time for teachers to meet

Part 3: Standardizing expectations

Part 4: Classroom leadership

Part 5: Organization skills

Part 6: Parent/teacher contact

Part 7: Student recognition



## Other Resources

- The Freshman Transition Network (<http://freshmantransition.ning.com/>)
- Go Beyond the Content (<http://gobeyondthecontent.weebly.com/>)

For more information, contact the author at [cfoster@usd260.com](mailto:cfoster@usd260.com).

## Bits 'n' Pieces

*Items of interest to our members and affiliates ...*



### **Pre-Apprenticeship: Pathways for Women into High-Wage Careers—A Guide for Community-Based Organizations and Workforce Providers**

Apprenticeship programs are growing across the nation as a proven training model for providing businesses with a highly skilled workforce. For workers, apprenticeships are life-changing—helping them start a pathway to careers with good wages, benefits, and chances for advancement. Possibilities exist to expand apprenticeship training for all workers—including opportunities

for women to enter non-traditional careers. For those who may need preparation and the basic skills to enter an apprenticeship, pre-apprenticeship programs are the first step. This guide ([https://www.doleta.gov/oa/preapp/pdf/Pre\\_Apprenticeship\\_GuideforWomen.pdf](https://www.doleta.gov/oa/preapp/pdf/Pre_Apprenticeship_GuideforWomen.pdf)) offers information and resources to help community-based organizations and other workforce intermediaries build and sustain quality pre-apprenticeship programs. More information can be found on the Department of Labor, Employment and Training website (<https://www.doleta.gov/oa/preapp/>).

### **Connecting Young Adults To Employment: Results from a National Survey of Service Providers**

January 2016. America's youngest workers are facing their most dire employment prospects in recent history. It is estimated that 6.7 million young adults are out of school and out of work. Many organizations—youth development organizations, public workforce organizations, community-based organizations, education organizations, and others—are working hard to provide young adults with the skills and connections needed to succeed in today's labor market. But little is known about what types of assistance help young adults access employment, what employment characteristics influence whether a job is a good fit for a young adult, and what opportunities service providers find and leverage in their work, both with employers and with young adult job seekers, to improve the odds that a young adult will succeed in work. For more, go here (<http://www.aspenwsi.org/resource/young-adults-survey/>).

### **A Tool for Sustaining Career Pathways Efforts**

Office of Career, Technical, and Adult Education, U.S. Department of Education

As states and local communities move from program start-up toward implementation,

strategies are needed to sustain the essential program and systems changes that will be made along the way. For the document, go here ([https://s3.amazonaws.com/PCRN/docs/Sustainability-Draft-03-Revised-0729153\\_Final\\_01.13.16\\_508compliant.pdf](https://s3.amazonaws.com/PCRN/docs/Sustainability-Draft-03-Revised-0729153_Final_01.13.16_508compliant.pdf)).

**NCPN Members**—Don't forget all the free resources available to NCPN members at [www.ncpn.info](http://www.ncpn.info).

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**Questions about *Connections*?** Contact: Mark Whitney, NCPN, P.O. Box 21689, Waco, TX 76702-1689; 254-741-8315; or [mwhitney@cord.org](mailto:mwhitney@cord.org). Visit NCPN on the web at [www.ncpn.info](http://www.ncpn.info).



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