



The newsletter of the National Career Pathways Network Connections

Vol. 26, No. 6: *Doing Our Part to Empower the American Workforce*

From the Director . . .



Thanks for making 2016 a great year! I hope your holiday plans are taking shape and that you'll be able to enjoy some "down time" to reflect on the good things that have happened this year. Thanks for all you do in promoting career and technical education and supporting NCPN.

This issue of *NCPN Connections* provides several excellent articles that I hope you will find useful. Washington, DC, attorney Michael Brustein, an expert on all things Perkins, has contributed an article showing how Career Pathways forms the "common denominator" among the Workforce Innovation and Opportunities Act (WIOA), the Adult Education and Family Literacy Act (AEFLA), and Perkins V. As Michael points out, "this focus on Career Pathways is designed in part to break down the silos that have historically prevented CTE, Adult Education, and Department of Labor workforce programs from sharing resources to serve and benefit the same program participants." Ann Westrich of the Wisconsin Technical College System and Julie Hau of the University of Wisconsin-Madison describe how their state is using CareerLocker, dual enrollment, and programs of study to enable Wisconsin high schoolers to get a head start on their careers.

The Department of Labor's Employment and Training Administration (DOLETA) has issued a new version of *The Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development*. The new toolkit will be helpful to state officers and partners as well as local practitioners. See my article below for details. Former U.S. Air Force Brigadier General and Boeing Executive Ben Robinson has contributed an article on the Oklahoma Education and Industry Partnership, whose objectives include exposing STEM educators to high-value careers in Oklahoma.

Look for great things in the coming year, including the NCPN conference in St. Louis, to be held at the beautiful Hyatt Regency at the Arch, Thursday and Friday, October 26–27 (with preconference events on Wednesday, October 25). Visit ncpn.info often for the latest information.

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

Emergence of “Career Pathways” in CTE, AEFLA, and WIOA Now Will Facilitate Participation in NCPN Activities in the Future

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With the enactment of the Workforce Innovation and Opportunities Act (WIOA) and Adult Education and Family Literacy Act (AEFLA) in 2014, along with the recent House and Senate actions on the reauthorization of Perkins V, Congress has clearly identified the “common denominator” among these three key workforce education programs. That common element is “Career Pathways.” (See the end of this article for the definition of “Career Pathways” provided by HR 5587 [House Bill on Perkins V].) This focus on Career Pathways is designed in part to break down the silos that have historically prevented CTE, Adult Education, and Department of Labor workforce programs from sharing resources to serve and benefit the same program participants.

Congress has moved and will continue to move in the direction of greater flexibility to combine funds from different categorical programs to support Career Pathways. Nonetheless, program administrators may still be reluctant to adjust their financial management and accounting systems to integrate their program offerings behind Career Pathways. Some of this reluctance may be due to anxiety of potential audit exposure for misspent funds; one might even argue that administrators do not like to embrace change. But this effort towards consolidation is here to stay.

We are beginning to see movement toward Career Pathways at the federal, state, local, and postsecondary levels. Significantly, in December of 2014, the Office of Management and Budget issued new cost and administrative regulations for all federal agencies. These new regulations are known as the Uniform Grant Guidance (UGG). The UGG calls for the “braiding” (coordination) of federal programs and “blending” (actual consolidating of funds) to serve common and allowable program objectives.

In accord with the UGG, the state, local, or postsecondary entity may allocate allowable costs based on proportionate benefit to Career Pathways. If a particular cost (e.g., professional development) benefits two or more programs (e.g., CTE, AEFLA, WIOA), then the entity may apportion those three costs on any reasonable basis among those federal programs. Similarly, travel to professional development conferences is an allowable cost under the UGG (2 CFR 200.474) and may be allocated among benefiting programs. And even the excess cost of dependent child care that results from travel to conferences may be charged to the federal grants (2 CFR 200.474(c)).

For purposes of illustration, assume an administrator or faculty member from a school district or postsecondary institution is working on Career Pathways in a workforce program that is supported in part with Perkins CTE funds, AEFLA funds, and WIOA Title I funds. This individual

wants to attend an NCPN function for purposes of professional development. How would the district appropriately charge those costs to the federal grants? The UGG provides at 2 CFR 200.405(d):

If a cost benefits two or more projects or activities in proportions that can be determined without undue effort or cost, the cost must be allocated to the projects based on proportional benefit. If a cost benefits two or more projects or activities in proportions that cannot be determined because of the interrelationship of the work involved, the costs may be allocated or transferred to benefitted projects on any reasonable documented basis.

Accordingly, with the common denominator of Career Pathways in all three workforce programs, it may be difficult to ascertain exactly what the proportionate benefit is to each award. In this case, administrators are permitted under the UGG to allocate these professional development costs on any reasonable basis among CTE, AEFLA, and WIOA. Blending of federal program dollars to support Career Pathways is now a reality.

HR 5587 (House Bill on Perkins V) states in Section (7) that “career pathways” has the meaning given the term in Section 3 of the WIOA:

CAREER PATHWAY. –The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- A. Aligns with the skill needs of industries in the economy of the State or regional economy involved;
- B. Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
- C. Includes counseling to support an individual in achieving the individual’s education and career goals;
- D. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- E. Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- F. Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- G. Helps an individual enter or advance within a specific occupation or occupational cluster.

34 CFR 463.38 (b) of the final AEFLA regulations (August 19, 2016) provides that “the integrated education and training program is part of a career pathway.”

For more information, contact the author at mbrustein@bruman.com.

A Systems Approach: The Wisconsin Technical College System and Career Information Systems Use Career Pathways to Help Wisconsin Students on Their Career Journeys



Ann Westrich, Career Prep Education Director, Wisconsin Technical College System; Julie M. Hau, Content Manager and Senior Outreach Specialist, Center on Education and Work, University of Wisconsin-Madison

“What do you want to be when you grow up?” This is the question asked from the time people enter their educational journey. Throughout the process of selecting and working in an occupation, career exploration and career behavior are key to students’ success. Career exploration followed by career decision making and career behaviors are essential tasks for students to master. Matching interests, skills, values, and strengths to a potential career helps students find an ideal career match. Yet, how to go through this experience when there is an endless array of options can leave students lost or scattered in their career development process. People may aimlessly meander through various careers and educational institutions, spending precious dollars and losing potential earnings without having a goal or objective in mind. In order for this process to be productive and successful for students, web-based tools are essential in today’s technology-driven world. Students may ask, “Is there a website or app for that?” Career information systems are websites that answer this question.

Throughout the country various career information systems are used, such as CareerLocker, IntoCareers, and Kuder. In Wisconsin, CareerLocker integrates the 16 career clusters and 79 career pathways. Students can discover where they fall within the career clusters and pathways to encourage purposeful decision making and course sequencing. Furthermore, to pursue career development with intention and planning, students benefit from answering the following questions: “Who am I?” “Where am I going?” and “How do I get there?” CareerLocker offers methods to answer each of these questions. Using several self-assessments, students examine “Who am I?” when exploring their interests, skills, and values. Students then align their assessment results to various career pathways within a career cluster, answering “Where am I going?” There is a plethora of additional modules on CareerLocker, including information regarding dual enrollment. Dual enrollment includes classes taken in high school for both high school and college credit. Dual enrollment answers the question “How do I get there?”

Last year alone in Wisconsin, over 29,000 students netted over 112,000 dual enrollment credits. These credits added value to their high school experience through dual enrollment. Students earned both college and high school credit by taking college courses while attending high school. These courses were often in the career clusters of the students' interests and allowed early entry into career pathways. An example of a student using CareerLocker follows. Jose used CareerLocker and explored the Health Science Career Cluster (a career cluster highlighted on CareerLocker as a fast growing industry). Jose earns his Certified Nursing Assistant (CNA) certification and takes the Medical Terminology coursework, all while attending high school. Continuing to the technical college of his choice and entering the Nursing Assistant program, he begins his journey with 7 of the first 12 credits completed that are required for a credential.

In Wisconsin, not only are there dual enrollment options, but there are also programs of study, all of which help students achieve educational and career success. OCTAE's Ten Components of a Rigorous Program of Study are another important contribution to Jose's endeavor. For instance, Jose could follow a program of study that exhibits the course sequence most related to his career area of interest, as well as potential outside connections to work and postsecondary options. Jose can also view the related student organizations to engage in. The *Guide for Implementing Programs of Study in Wisconsin* (<https://www.wicareerpathways.org/ImplementationGuide>) was created by a cross-agency team including the Wisconsin Technical College System, the Department of Public Instruction, and the Department of Workforce Development. This guide provides a template for how to integrate the Ten Components of a Program of Study. Two key components, College and Career Readiness and School Counseling and Academic Advising, align with the overall objective of providing rigorous pathways and quality career education for all students.

The Ten Components of a Rigorous Program of Study



By using these tools to enhance students' career exploration, which leads into career behaviors, educators help students engage in sequences of educational preparation necessary to achieve their goals. With correct planning, students can save time and money. Using the sixteen Career Clusters, CareerLocker, and Wisconsin Career Pathways paves the way for people to select and take the coursework that corresponds to their occupational aspirations. All of these tasks involve self-exploration and implementation to achieve career excellence. In the opening

paragraph, we discussed how people ask “What do you want to be when you grow up?” Through these valuable tools, people can begin or extend their career journeys to actualize the workers they want to be when they grow up.

For more information, contact Ann Westrich at ann.westrich@wtcsystem.edu.

New Release of the Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development

Debbie Mills, NCPN Director



A Tool for Professional Development

I was happy to be a part of the development team for the Department of Labor Employment and Training Administration’s (DOLETA) latest version of ***The Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development***. The new toolkit will be especially helpful for state officers and partners required to develop a unified plan as well as staff members supporting state workforce development boards. As a local practitioner, you can also use this toolkit at the local/regional level as the backbone of your professional development plans.

The revised toolkit aligns with the new vision, definition, and requirements of the Workforce Innovation and Opportunity Act (WIOA). It also reflects recent advancements and new promising practices in the field.



The revised toolkit contains an introduction, a list of resources, and the *Six Key Elements of Career Pathways*. Each element now includes worksheets designed to help state and local

teams with implementation. The worksheets are writeable, so users can type directly into the worksheet fields.

Each section of the toolkit can be downloaded as a separate document.

- Introduction
- Element One: Build Cross-Agency Partnerships
- Element Two: Identify Industry Sector and Engage Employers
- Element Three: Design Education and Training Programs
- Element Four: Identify Funding Needs and Sources
- Element Five: Align Policies and Programs
- Element Six: Measure System Change and Performance
- Career Pathways Resources

Access the toolkit here:

https://careerpathways.workforcegps.org/announcements/2016/10/20/09/37/Career_Pathways_Toolkit_An_Enhanced_Guide_and_Workbook

Oklahoma Education and Industry Partnership (OEIP)

Ben Robinson, Former U.S. Air Force Brigadier General and Boeing Executive



In 2007, we in Oklahoma decided that industry needed to be more involved in education if we expected a future workforce to be available to sustain and grow our industries, businesses, and economy. A simple but true statement is: “Tomorrow’s workforce is in today’s classroom.” This was certainly true of Oklahoma aerospace, which has the world’s largest military depot, the world’s largest airline maintenance base, and the world’s largest aerospace operation, and is a growing presence in the state. Oklahoma also has significant energy, transportation, manufacturing, agriculture, information technology, and health care economic sectors. Over seventy percent of the employees in these sectors required a science, technology, engineering, and math (STEM) foundation. All agree a workforce needs to be well educated, trained, and motivated. STEM and Career Pathways would provide the knowledge, skills, and motivation that were needed, and STEM teachers across Oklahoma looked to be the best place to start. Boeing took the lead for aerospace in developing an outreach program.

In 2008, Boeing started an initiative within the Oklahoma Aerospace Alliance (OAA) in which 100 STEM teachers from across Oklahoma were invited to attend the annual OAA Aerospace Summit. This program was referred to as the Aerospace Industry and Education Partnership (AEIP). In the two-day event, teachers were exposed to maintenance, engineering, technologies, research and development, business operations, unmanned aero systems,

information technology, and supply chain. Teachers were able to talk to employers, be engaged with hands-on workshops, hear aerospace leader presentations, and take industry tours. From 2008 to 2014, this program registered over 700 teachers. Many of these teachers continued their relationship with industry members, inviting them to speak in their classrooms, provide student tours, and serve as mentors. This program was a tremendous success, but it needed to expand to other industries.

In 2015, AEIP was renamed as Oklahoma Education and Industry Partnership and grew to a three-day event. All industries were included in OEIP. The vision for OEIP was:

“Create the Oklahoma workforce of tomorrow by partnering with educators, industry members, and private and public agencies.”

The objectives of OEIP were:

- Provide relevance and rigor to STEM workforce development.
- Expose STEM educators to high-value careers in Oklahoma.
- Connect teachers to industry members willing to come to classrooms as speakers and to host student tours in their industries.
- Help educators motivate students to develop and maintain career pathways.
- Provide professional development for Oklahoma STEM educators.

The format for OEIP remained much the same as AEIP but included teacher tours to all major industry sectors. In addition to workshops, speakers, and tours, teachers were able to apply for one of 30 Pitsco classroom scientific equipment grants ranging from \$750 to \$1000.

Testimonials below from AEIP and OEIP teachers certainly say this is a great professional development program.

- **“OEIP provided the *relevance and not just the rigor*. It is the *pathways and not just the diploma*.”**
- **“My favorite part of OEIP is seeing how the *curriculum I teach in the classroom is applied in the ‘real world’*.”**
- **“When I bring authentic examples to my students in classroom, *it brings the lessons to life!*”**
- **Connecting students to careers not only gives them relevance for the material, but also *broadens their imaginations for the future*.”**
- **“From the guest speakers, to the hosting tours and the workshops, *I am ready to get back into my classroom* today!”**

After nine years of having a one-time event each year, it was decided to expand the program again and provide events in three locations across Oklahoma in 2017. The emphasis on STEM and Career Pathways will remain the foundation for all three future events.

For more information, contact the author at sentryonellc@aol.com.

WorkingNation’s Hard-Hitting Video Series Examines Changes Impacting the American Workforce

Don't miss the series directed by Barbara Kopple.



WorkingNation

WorkingNation is national non-profit initiative that examines the looming unemployment crisis and strives to bring the country together to create new jobs for a changing economy. WorkingNation produces original programming by award-winning producers and directors.

The organization’s most recent project is a four-video documentary series titled “FutureWork,” directed by Barbara Kopple, whose credits include the Academy-Award-winning documentaries *Harlan County, USA* (1976) and *American Dream* (1991).

The “FutureWork” series investigates changes impacting the American workforce and strategies for training workers for the new economy.

Episode 1 examines the closing of the Eastman Kodak Company in Rochester, NY, and its impact on the families of former employees. (Watch it at <http://fortune.com/2016/10/19/american-future-of-work/>.)

Episode 2 examines Year Up, a national non-profit organization that works with employers to provide young adults with a training and internship program that results in potential employment. (Watch it at <http://fortune.com/2016/11/02/youth-unemployment-opportunity-divide-skills-gap-threatens-americas-economic-future/>.)

Episode 3 focuses on a two-year technical program developed by Toyota in Georgetown, Kentucky. The program combines workplace experience with advanced training in robotics and automation. The video is accompanied by an op-ed by National Association of Manufacturers president and CEO Jay Timmons. (Watch it at <http://fortune.com/2016/11/16/how-american-manufacturers-are-working-to-close-the-skills-gap/>.)

Episode 4 (*forthcoming*) will highlight how youth tech competitions like the Vex Robotics World Championships serve as recruiting grounds for employers seeking people with STEM skills.

For the Fortune.com essay on the series by WorkingNation CEO and founder Art Bilger, go here (<http://fortune.com/2016/10/19/american-future-of-work/>).

For more information, visit WorkingNation.com.

NCPN Members—Don’t forget all the free resources available to NCPN members at www.ncpn.info.

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