



# National Career Pathways Network Conference

2016

## Career Pathways Partnership Excellence Award and Promising Practices

Competition sponsored by Kuder, Inc.



This booklet, distributed at the NCPN member luncheon on October 7, provides short descriptions of this year's winning program, four programs that received honorable mention, and twenty-four programs recognized as promising practice sites.



# 2016 Career Pathways Partnership Excellence Award

Sponsored by Kuder, Inc., the Career Pathways Partnership Excellence Award emphasizes the importance of career guidance and advising, professional development for educators and employers, and the employer role in providing work-based learning opportunities for students.

This booklet provides short descriptions of this year's winning program, four programs that received honorable mention, and twenty-four programs recognized as promising practice sites.



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The summaries in this booklet are based on applications submitted by the programs cited. For more information, consult the contacts provided.

## WINNER

### **Law Enforcement Pathway, School of Law and Public Service, Jack E. Singley Academy, Irving, Texas**



The Mission of the School of Law and Public Service at Jack E. Singley Academy is to provide high-quality educational experiences that ensure honor and help students achieve success in serving their communities. Law Enforcement students focus on careers in police work, emergency call centers, courts, and prisons.

Students enrolled in Law Enforcement can earn 18 college credits through Brookhaven College in Dallas, which are transferable to Texas universities such as Sam Houston State University.

The pathway courses are Principles of Law, Public Safety, Corrections and Security AND Disaster Response (grade 9); Correctional Services (Dual Credit) AND Court Systems and Practices – Law Enforcement (Dual Credit) (grade 10); Law Enforcement I (Dual Credit) (grade 11); and Practicum in Law, Public Safety, Corrections, and Security – Law Enforcement (Dual Credit) (grade 12).

The School of Legal Studies was established when the Academy opened in 2001. The two program options available to students were Law and Law Enforcement. The programs were designed to accommodate 140 students per program, per grade level. Enrollment had fluctuated between the two programs in the past and the current trend shows higher enrollment in Law Enforcement. Students spend 90 minutes at the school-site with the teacher-coordinator every other day and five to ten hours per week at the worksite with a company supervisor. Students are interviewed in May of their junior year and begin training during the summer and start their official employment in late August, continuing through the end of May of their senior year. The teacher-coordinator visits the employer every six weeks to check on student progress.

Since the beginning of the Law Enforcement program, there has been continued enrollment growth. In 2010, enrollment was capped at 140. In 2013, the enrollment grew to 160, and current enrollment is 200. (Contact: Shawn Blessing, Irving ISD, [sblessing@irvingisd.net](mailto:sblessing@irvingisd.net))



## **HONORABLE MENTION**

### **Alamo Academies, San Antonio, Texas**

Alamo Academies provides tuition-free career pathways in critical-demand technical occupations in aerospace, IT and security, advanced technology and manufacturing, healthcare, and heavy equipment.

This national award-winning dual-credit model is operated in partnership with over 100 industry partners, Alamo Colleges, over 65 area high schools, chambers of commerce, cities, and community organizations.

The curriculum is driven by industry-projected workforce demand. Students are taken by bus to college campuses daily and engage in 2½ hours of instruction required to complete technical college programs of study, earning level I certificates of completion as part of the AAS degree pathway. Students earn 30+ college credits at no personal cost, enabling them to receive both a college degree and a high school diploma. Students are also paid almost \$3,000 through an eight-week on-site industry internship.

Results to date include 1269 graduates (95% continued to higher education or careers) and high levels of success among first-time-in-college, economically disadvantaged, and minority students. Over 2300 industry certificates have been awarded, and, since 2006, graduates have earned scholarships totaling over \$16.1 million. (Contact: Gene Bowman, obowman@alamo.edu)

### **12 For Life, Florence City Schools, Florence, Alabama**

The 12 For Life program is a unique partnership formed between Southwire Cable Wire Manufacturer and the Florence City School system. This innovative program is one of two models in the United States that incorporate on-site academic instruction and implement a soft skill development training class where students are employed by Southwire serving in various capacities while meeting production standards. In addition, other businesses have connected with the program and offered specialized employment for Florence High School students in fields such as healthcare, fashion design, and culinary food science.

The 12 For Life program has evolved and formed partnerships with numerous college institutions that provide scholarships and apprenticeship experiences for qualified students. The program currently has acquired nearly \$20,000 in award money. The culminating objective of the 12 For Life experience is to graduate students from high school while simultaneously equipping them with a vision and skillset that enhances their ability to be productive in any career endeavor. (Contact: Corey Behel, cjbehel@florenceck12.org)

## **Manufacturing Career & College Connect, Chicago, Illinois**

The mission of Manufacturing Career & College Connect (MCCC) is to empower, support, and prepare young people in their pursuit of career pathways that lead to self-sufficiency while creating conditions that are conducive to community transformation. MCCC grew out of the work of Manufacturing Renaissance (MR) with Austin Polytechnical Academy (APA), a Chicago Public School (CPS) on the west side of Chicago that opened in 2007. MR is an independent nonprofit organization working to rediscover, redefine, and rebuild advanced manufacturing.

Since 2007, MCCC has worked with over 90 local manufacturing companies to provide advisory support for technical and career preparation program design and operations; over 125 field trips to local facilities, colleges, and tradeshows; over 250 paid work-experiences; and 55 full-time job placements. MCCC also designed and installed the WaterSaver Faucet Manufacturing Technology Center on site and established a National Institute for Metalworking Skills (NIMS) accredited machining training program in which students have earned 280 NIMS credentials.

In 2015, MCCC established the first dual-credit Manufacturing Technology course in the Chicago Public Schools district. MCCC staff members also develop and provide work-readiness and leadership capacity building activities. (Contact: Erica Swinney, [eswinney@mfgren.org](mailto:eswinney@mfgren.org))

## **Ranken Microenterprises, Advanced Manufacturing Technology, St. Louis, Missouri**

Ranken Technical College's Advanced Manufacturing Technology (AMT) program is a DOL approved and designated apprenticeship model, designed to meet the needs of both our students and St. Louis area manufacturers. Our students graduate ready to operate, troubleshoot, and maintain high-tech, digitally controlled equipment in the team-oriented environment of modern advanced manufacturing.

Attendees will gain an understanding of how Ranken's accredited Advanced Manufacturing Technology (AMT) associate degree program was established in cooperation with area manufacturers, ensuring that graduates meet industry needs and standards. They will understand how classroom academics are integrated with our work-based experience program: 45% of our students' time is spent in actual manufacturing environments. One hundred percent of our students are hired within six months of graduating – most before. Attendees to our NCPN session will gain an understanding of our “pipeline” process and an insight on the importance of “soft skills” and a solid work ethic. (Contact: Don Pohl, [dpohl@ranken.edu](mailto:dpohl@ranken.edu))

## **PROMISING PRACTICES**

### **Academy of Agricultural Manufacturing, Gridley High School, Gridley, California**

The Gridley High School Academy of Agricultural Manufacturing is a reimagined approach to the school's longstanding tradition of a strong Ag Mechanics and Welding program. Its goal is to produce graduates who leave ready to enter the local community college's welding program with college welding credits and American Welding Society certifications in hand as well as certifications in OSHA workplace safety. Graduates are also ready for entry-level positions in agricultural manufacturing. Graduates also have the opportunity to complete a full slate of University of California approved college preparatory classes alongside their CTE preparation. (Contact: Joey Adame, jadame@gusd.org)

### **Advanced Automation and Robotics Technology (AART), Ivy Tech Community College Northeast, Fort Wayne, Indiana**

The mission of the AART program is to provide education and hands-on training in automation and robotics to yield highly skilled technical employees who are capable of installing, troubleshooting, repairing, and maintaining high-technology equipment. The AART program is offered statewide through Ivy Tech Community College of Indiana with sixteen locations covering the entire state. The Fort Wayne region has a well-established working relationships with nearly 25 companies providing internships, gifts-in-kind, guided field trips, and advisory committee support. The program offers six courses as "dual credit" that enable high school students to complete courses that apply toward degrees and lead to certifications. (Contact: Robert Parker, rparker27@ivytech.edu)

### **Advanced Manufacturing Composites, Utah Aerospace Pathways (UAP) Program, Salt Lake City, Utah**

The Utah Aerospace Pathways program (UAP) was initiated by aerospace industry partners. Five companies and Hill Air Force Base joined together to develop a pathway program that would link high school students and adults to focused training programs that addressed an industry need for entry-level workers. Four educational institutions were enlisted to participate. Granite School District worked with Salt Lake Community College and Davis School District worked the Davis Applied Technology College. UAP's primary goal was to address the growing talent need in advanced manufacturing for aerospace companies along the Wasatch Front in Utah while increasing the economic health of the area. (Contact: Sandra Hemmert, smhemmert@graniteschools.org)

### **Agricultural Science Program, Peoria High School, Peoria, Arizona**

The Peoria High School Agricultural Science Program offers three career pathways: horticulture, sports turf/nursery management, and biotechnology. All three pathways have a program of study that provides the opportunity for students to earn Arizona Nursery Management certification, with the Arizona

Nursery Management Association, before graduating high school. Plus students can earn dual enrollment credits toward an Associate in Arts in Horticulture, through Maricopa County Community Colleges District's Mesa Community College and coordinated through Glendale Community College, and/or earn credit toward a Bachelor of Science in Agricultural Education through the University of Arizona. The Agricultural Science program is unique in that it offers all three science credits needed for Arizona high school graduation. (Contact: Patti Beltram, pbeltram@pusd11.org)

### **Agriculture, Food, and Natural Resources Career Pathway, Brunswick Community College and Brunswick County Schools, Bolivia, North Carolina**

This program focuses on the contributions and achievements of Carolina Creations Landscapes, Inc. and The Players Club at St. James. This effort links with the Cape Fear Workforce Development Board, paving the way for students' 21st-century career preparation. This is accomplished by the following goals: 1) researching and adding horticulture courses to the local articulated curriculum agreement and increasing the number of students who earn credit; 2) changing the perception of horticulture/turfgrass management careers; 3) providing opportunities for students to earn businesses/industry and career readiness certifications; 4) providing professional development opportunities for educators; and 5) providing instructor/teacher internships and student work-based learning experiences. (Contact: Jerry Smith, smithj@brunswickcc.edu)

### **CareerSource Central Florida (CSCF), Florida TRADE Program, Sumter, Lake, Osceola, Seminole, and Orange Counties, Florida**

CareerSource Central Florida (CSCF), as a regional workforce board, identified opportunities between businesses, education providers, and career seekers to train and certify local talent quickly for the construction and manufacturing industries. Multi-billion dollar, long-term projects like the I-4 Ultimate, Orlando International Airport's South Terminal, and the Orlando Veteran's Affairs Medical Center were creating a need for hundreds of skilled workers. CSCF, in partnership with the Florida High Tech Corridor and the University of Central Florida, surveyed industry partners and analyzed the current workforce. CSCF partnered with Valencia College and other education entities to promote and populate construction-related education and training programs throughout Central Florida. (Contact: Pamela Nabors, telliott-moore@careersourcecf.com)

### **Cub Manufacturing Program, Madison Consolidated Schools, Madison, Indiana**

Cub Manufacturing, a student-run manufacturing enterprise, was started in August 2015 as a pathway to careers in advanced manufacturing. The program exposes students to the potential of manufacturing-related careers, sharpening their technical skills and instilling the soft skills and professionalism that employers demand. Cub Manufacturing is in its pilot year but is already



producing items, such as Christmas ornaments and a chicken grill prototype for which “mass production” began in April 2016. Students also completed their first industry jobs, designing and fabricating a gas tank storage rack and tire rack. Plans are under way to add a plastic injection molding machine and a CNC mill/lathe. (Contact: Nathan Hadley, [nhadley@madison.k12.in.us](mailto:nhadley@madison.k12.in.us))

### **Healthcare: State Registered Nurse Aide Pilot Partnership, South Central Kentucky Area Health Center (SCKYAHEC) and Kentucky Adult Education (KYAE), Frankfort, Kentucky**

KYAE has partnered SCKYAHEC to launch a contextualized healthcare instruction initiative with simultaneous instruction in an SRNA certification program. Four counties in the western Kentucky region recruited participants. Participating instructors developed contextualized academic units of instruction that were delivered in each adult education program. Students traveled to a central location two nights each week to complete an online SRNA course facilitated by a registered nurse (RN). A local long-term care facility provided access for clinicals and practice days, which were facilitated by the RN. Students were mentored by course facilitators and adult education instructors and received financial assistance. (Contact: Sharon Johnston, [sharon.johnston@ky.gov](mailto:sharon.johnston@ky.gov))

### **Integrated Technology Education Program/Youth CareerConnect Employer Partnership, Advanced Manufacturing, Kokomo, Indiana**

In April 2014, Ivy Tech Community College in Kokomo was one of 24 grantees to receive funding to participate in Youth CareerConnect (YCC) (<http://www.doleta.gov/ycc/>). In central Indiana, the economic driver is manufacturing. FCA Fiat Chrysler Automobile (FCA) pledged an in-kind match of \$950,000. As the program evolves, FCA employer support has become a model of a true employer-driven program. Partners include nine traditional high schools, three high school career centers, six employer partners, five county economic development entities, the regional economic development group, two service-sector providers, the regional workforce development group, and parents. (Contact: Janice Bailey, [jabailey@ivytech.edu](mailto:jabailey@ivytech.edu))

### **Law Enforcement Program, Carl Wunsche Sr. High School (CWHS), Spring, Texas**

The Law Enforcement program at CWHS exposes students to the career opportunities and educational requirements associated with careers in law enforcement and provides students with career ready skills. The program competes in law enforcement competitions ranging from SWAT entry to cell extractions. The CWHS program is the only high school honor guard to present colors at the Houston Rockets and Houston Astros athletic events as well as the only honor guard to stand at the funerals of fallen officers. The students train with professional law enforcement officers, sit in actual police academy classes, and are governed by orders similar to those that govern professional law enforcement agencies. (Contact: Curtis Doss, [cdoss@springisd.org](mailto:cdoss@springisd.org))

## **Manufacturing Operations Specialist, Bridge to Success Program, Athens Technical College (ATC), Athens, Georgia**

The Bridge to Success (Bridge) initiative at ATC is a comprehensive youth program that aligns adult education, postsecondary education, and workforce development in advanced manufacturing. The program offers out-of-school youth ages 16–24 the opportunity to earn an industry-recognized technical certificate of credit (TCC) in advanced manufacturing. Bridge’s target population includes youth from the following special populations: deficient in basic literacy skills; school dropout; homeless, runaway, or foster child; pregnant or parenting; individuals (including youth with disabilities) who require additional assistance to complete an educational program, or to secure and hold employment; and ex-offenders. (Contact: Stephanie Benson, sbenson@athenstech.edu)

## **Manufacturing Readiness Program, Mahoning Valley Manufacturers Coalition (MVMC), Youngstown, Ohio**

The Manufacturing Readiness program was launched in November 2014, staffed and funded by the Oh-Penn Workforce Innovation Fund grant and by WorkAdvance, a Social Innovation Fund initiative staffed in Youngstown by Compass Family Services. The Mahoning Valley Manufacturers Coalition has taken the lead in coordinating program partners. Manufacturing Readiness introduces students to career opportunities in manufacturing. The pathway begins with a standard high school diploma and an entry-level job and guides students through the experience, training, and education needed to move up. Students can move from one level to the next, or they can exit the pathway to enter the workforce. (Contact: Jessica Borza, jborza@tpma-inc.com)

## **Mechatronics Career Pathway Partnership, Tri-County Technical College, Pendleton, South Carolina**

The Mechatronics Career Pathway Partnership builds skills employers need, prepares youth for good jobs, and yields outcomes that grow the local economy. Since its inception in 2013, the pathway has become a model for South Carolina, and the SC General Assembly now allocates funding for tuition and textbooks. Many participating students might never have considered attending college, much less beginning college while in high school. But this pathway has made a college education possible. Associate degree graduates from the first two partnership classes have already been offered jobs with companies such as BMW, Michelin North America, Robert Bosch, and Haring USA with salaries ranging from \$35,000 to \$56,000. (Contact: Amanda Blanton, ablanton@tctc.edu)

## **Medical and Business Office: Northeast Mississippi Community College (NEMCC), Booneville, Mississippi**

NEMCC is offering a non-credit Workforce Certification in Medical and Business Office Assisting. The seventh-month, two-step program offers dual enrollment opportunities for people who lack high school diplomas and/or skills. The goals of the program are to prepare students to find employment

and to accelerate students through a training program while earning their high school equivalency and increasing their basic skills. Students receive the same instruction as in a traditional college class, but the class schedule doesn't follow the traditional school. NEMCC developed the Workforce Certification Pathway with intensive industry engagement to create a strong linkage between academic and occupational education. (Contact: Pam Meeks, pmeeks@nemcc.edu)

### **Middle College, Madison College, School of Economic and Workforce Development, Madison, Wisconsin**

Middle College is a dual credit career pathway targeted toward high school students who are interested in advancing their education in targeted industry sectors. The goal is to have Middle College students gain specific pathway academic and employment experience while graduating high school. The Middle College design provides students relevant technical college coursework to prepare them for the demands of industry. Middle College students achieve "college status," enrolling in Madison College courses. Industry tracks are healthcare, manufacturing, and culinary. All tracks include a College Success course, an industry certification course, and entry-level math and English courses. (Contact: Lisa Hollman, lhollman@madisoncollege.edu)

### **Not Your Typical Job Fair: Auglaize and Mercer County Educational Service Center, Wapakoneta, Ohio**

With the start-up of Hometown Opportunity and the Auglaize-Mercer Business-Education Alliance, businesses and educational service centers partnered to provide pathways for high school junior and senior students in both Auglaize and Mercer Counties to connect with local businesses. The main emphasis was to highlight local workforce opportunities while allowing students to showcase their goals. The inaugural Career Connection Forum and Talent Connection Forum involved over 1400 students. The program has been labeled "Not Your Typical Job Fair" because participating businesses were asked to forego presentations and participate in roundtable discussions with students. (Contact: Ann Harvey, ktebbe@auglaizeesc.org)

### **Nuclear Technology: Energy Northwest/Columbia Basin College, Richland, Washington**

In 2008 Energy Northwest (EN) collaborated with Columbia Basin College to develop a two-year degree program, The Nuclear Technology Program. This partnership was forged out of a shared purpose. The college's mission to "provide opportunities for the people of Benton and Franklin Counties to succeed in their pursuit of higher education achievement [and] meaningful employment" was a perfect complement to EN's need to develop a new generation of nuclear workers with the right training to meet our mission of "providing our public power members and regional ratepayers with safe, reliable, and cost-effective power." Together, we have moved forward, and the impacts of this partnership are exceptional. (Contact: Stacey Presnell, slpresnell@energy-northwest.com)

## **Port of Houston Partners in Maritime Education, Corporate Social Responsibility in Ports, Houston, Texas**

In 2009 the Port of Houston Authority brought together industry professionals, academia, chambers of commerce, and economic alliances who could assist in solving the problem of the aging maritime workforce. This group, the Port of Houston Partners in Maritime Education, took the first step in developing tomorrow's maritime workforce by creating high school maritime academy programs. The goals of the program are to introduce students to maritime career opportunities; encourage higher education in the maritime field; and continue to develop partnerships between port employers and educational institutions. Six high schools in four school districts adjacent to the Port of Houston recruit students for the program. (Contact: Dawona Miles, damiles@poha.com)

## **PSJA Southwest Early College High School/South Texas College, Pharr, Texas**

The PSJA Southwest Early College High School Program focuses on using an experiential learning process to give students real-world experience. This is accomplished by turning a marketing program/class into a not-for-profit marketing firm that offers marketing services to local businesses. This is done in collaboration with South Texas College, the City of Pharr Economic Development Corporation, and local businesses. The class also serves as the work-based learning program or "co-op" course for high school seniors. The curriculum consists of four dual-enrollment courses: Principles of Marketing, Customer Relationship Management, Advertising and Sales Promotion, and Principles of Sales. (Contact: Jose Garza, jose.garza5@psjaisd.us)

## **RESPECT (Research Enabling Students to Find Pathways to Employment Using Confidence-Building Techniques), Coastal Bend College, Beeville, Texas**

The primary goal of this program is to introduce STEM careers to traditionally underrepresented students and students least likely to consider STEM careers. The pilot program partnered engineering research with a developmental English class. The second goal is to provide a hands-on approach with career-based context in a developmental class so that students will be able to connect the reading, writing, and soft skills learned in the class with the skills they would need in their careers. The third goal is to hold developmental students to higher expectations with the intent that, with support, the students will rise to these expectations. (Contact: Kathleen Cuyler, kcuyler@coastalbend.edu)

## **Stingers Credit Union, Tec Voc High School, Winnipeg, Manitoba, Canada**

Our school was the first in the province of Manitoba to use student portfolios over two decades ago and has had a strong commitment to career education since. Our principal recognized the importance of early career exploration and instituted a mandatory two half-credit Career and Technology Studies (CTS)

course for all grade 10 students. The first half-credit is Career Development, in which students complete research on a selected career and then present their findings to professionals in that industry. The second half-credit addresses the technology shortcomings of our students. The impetus behind our student-run credit union stems from the need to increase students' financial literacy. (Contact: Greg Link, [greglink@wsd1.org](mailto:greglink@wsd1.org))

### **TBAISD Career-Tech Center, Teacher Academy, Traverse City, Michigan**

Created in 2001 by Traverse Bay Area Intermediate School District (TBAISD) educators and postsecondary partners, the Teacher Academy (TA) is designed to expand options for secondary students interested in careers in teaching while exposing them to careers related to the field of education. TA students are provided with not only classroom teaching experiences but exposure to all aspects of school-related activities, from school board and parent/teacher meetings to professional development (PD) experiences. Students are exposed to best practices in curriculum design, instruction, and educational technology. Student learning opportunities include interviews, discussions, student portfolio development, demonstrations, field trips, and, most importantly, actual teaching experiences. (Contact: Mary Smith, [msmith@tbaisd.org](mailto:msmith@tbaisd.org))

### **Tool and Die Machinist/CNC Operator: Dual Enrollment Academy, Waukesha County Technical College, Pewaukee, Wisconsin**

Dual Enrollment Academy (DEA) is a comprehensive career pathway program offered to high school seniors with a career interest in manufacturing as tool and die machinists/CNC operators. The goal is for students to complete the first credential along the career pathway and to support their continuation of the pathway while filling the need of local manufacturers for skilled employees. The two-semester curriculum includes Machine Tool Operation I and II, Machine Tool Theory I and II, Industrial Math I and II, Blueprint Reading, CNC Machining Center Operations, CNC Turning Center Operations, and programming for CNC Machining Center (22 college credits; converts to 5½ high school credits). (Contact: Sandra Maylen, [smaylen@wctc.edu](mailto:smaylen@wctc.edu))

### **Welding Technology, Rowan Cabarrus Community College, Salisbury, North Carolina**

Rowan-Cabarrus Community College's Welding Technology Certificate curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal-working industry. Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing, providing students with industry-standard skills developed through classroom training and practical application. Graduates of this curriculum are employable as entry-level technicians in welding and metal-working industries. (Contact: Angelo Markantonakis, [angelo.markantonakis@rccc.edu](mailto:angelo.markantonakis@rccc.edu))



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