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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.
CO-WINNER

Ceres High School’s Manufacturing, Production and Green Technology (MPGT) Academy

Ceres, California—The MPGT Academy was created to prepare students for careers in manufacturing. The academy offers a four-year CTE-focused pathway at Ceres High School. A majority of the students enrolled are designated as academically and socioeconomically “at risk.” In grades 9–11, MPGT Academy students participate in three core academic courses as well as a grade-level-designated CTE course. In 12th grade, students participate in one academic course and a CTE course.

MPGT Academy partners with Modesto Junior College to provide concurrent enrollment credits for students in grades 10–12. Business partners include local manufacturers such as E. & J. Gallo Winery, Frito Lay, Parker Hannifin Racor, Scholle IPN, FreshPoint Foods, Seneca Foods, G3 Enterprises, Opportunity Stanislaus, Select Harvest USA, Flory Industries, The Wine Group, Bronco Winery, Craig Safety Group, Sconza Candy, and Kohl’s. MPGT Academy works with Careers in Manufacturing, Project YES, and Opportunity Stanislaus to place students in positions with manufacturers in the community.

MPGT Academy is a manufacturing-centric program in which students learn skills in rapid-prototyping and flexible-manufacturing, advanced robotics, programming microprocessors and PLCs, and other green energy topics. Students also learn soft skills such as résumé writing, interview skills, team collaboration, conflict resolution, social media management, workplace safety, communication, and accountability. Worksite learning activities provide students with opportunities to observe professionals and to practice skills learned in the classroom. A team of over 50 mentors from 15 local businesses meet monthly with 11th-grade students, host mock interviews for 12th-grade students, and facilitate a ten-week Gateway-to-Industry bootcamp. E. & J. Gallo Winery provides paid internships.

The program has an excellent record of achievement in postsecondary enrollment rates and job placement.

For more information, contact Tracey Clark (tclark@ceresusd.net).
Ranken Technical College’s Certified Dealership Technician Program

St. Louis, Missouri—Ranken’s Certified Dealership Technician Program partners with automotive manufacturers such as Ford, General Motors, Toyota, Honda, Audi, and Chrysler to provide state-of-the-art facilities and training. Students alternate between eight weeks of on-campus classes and eight weeks of paid work-based learning.

This program is one of seven registered Department of Labor apprenticeship programs Ranken supports. Ranken also serves as the lead Midwest agency for the DOL’s TRANSPORT initiative to increase apprentices in transportation nationwide. Upon completion, students are eligible for an associate degree, up to ten ASE certifications, a DOL apprentice certification, manufacturer-specific certifications, and a year of technician experience at the dealership. Ranken also provides training through nonprofit partners.

Instructors participate in more than 2000 aggregate hours of training annually. Summer Career Academies provide hands-on STEM activities for middle and high school students while offering professional development for secondary educators. Teachers are provided with a stipend to participate in 40 hours of career exploration, which includes technologies, career pathway workshops, and laboratories that can be used in the classroom. Ranken also hosts campus events for the region’s high school guidance counselors.

Employer partners supervise student internships, participate in job fairs, and engage students through classroom visits. Students can also gain work experience through on-campus micro-enterprises with such partners as Enterprise Car and the JM&A Group (a provider of automotive finance and insurance).

For the past four years, full-time students who graduated from the Certified Dealership Technician program have achieved a 100% initial job placement rate with sponsoring dealerships. Additionally, students regularly compete and win top honors at the local, state and district levels of the SkillsUSA competition.

For more information, contact Stan Shoun (shshoun@ranken.edu).
Manufacturing Connect, Manufacturing Renaissance

Chicago, Illinois—Manufacturing Connect (MC) inspires young people and equips them for self-sufficiency while creating conditions that support community development. Through public/private partnerships, MC creates and expands the linkages between schools, communities, and opportunity in the manufacturing sector.

MC was developed by nonprofit Manufacturing Renaissance through a partnership with Austin College and Career Academy (formerly Austin Polytechnical Academy), a Chicago public school that opened in 2007.

Since 2007, MC’s more than 100 manufacturing partners have provided advisory support, opportunities for field trips, and work experiences such as job shadowing activities and paid internships. MC’s advisory board includes representatives from the offices of Senator Durbin, Congressman Schakowsky, Cook County Commissioner Boykin, and Alderman Taliaferro, along with the Chicago/Cook Workforce Partnership, City Colleges of Chicago, Chicago Teachers Union, and Chicago Federation of Labor. Since 2010, approximately 215 MC participants have completed the program. Sixty program completers have been placed in full-time manufacturing jobs earning between $25,000 and $75,000 per year.

For more information, contact Erica Staley (estaley@mfgren.org).

Alamo Academies

Alamo Academies is an industry-driven, demand-based workforce development program. For sixteen years, this community collaborative has served as the career pathway for young men and women to achieve the American dream. The goal is to provide high school juniors and seniors with tuition-free career pathways into critical-demand STEM occupations. Students attain industry and academic certificates leading to high-wage jobs or further higher education while addressing workforce needs. Over 1,400 graduates received experiential training in industry-driven curricula resulting in 95% of two-year graduates entering careers or higher education. Alamo Academies partners with over 100 industry partners, local community college, over 65 high schools and municipalities. The
career pathway curriculum process is triggered by industry engagement that sets a target enrollment based on workforce demand. The collaborative process identifies curriculum pathways, recruitment, matriculation, industry certifications and student support systems utilizing a dual credit career academy model allowing students to complete high school and college graduation requirements in demand occupations. For more information, contact Gene Bowman (obowman@alamo.edu).

**AMTEC: Automotive Manufacturing Technical Education Collaborative**

AMTEC is a recognized collaboration of community colleges and automotive original equipment manufacturers and suppliers working to strengthen the competency and global competitiveness of the automotive manufacturing sector. AMTEC’s collaborative work has continued to grow with the inclusion of advanced manufacturing partners from additional sectors such as aerospace, logistics, agriculture, and chemical. AMTEC industry partners and colleges have worked together since 2005 to create and deliver nationally standardized education, certification, and assessment of workers prized by the industry. By building on the synergies of established and new industry-wide partnerships, the AMTEC community of colleges and automotive and advanced manufacturers is creating a globally competitive manufacturing environment for the United States of America by graduating and employing skilled mechatronics technicians. For more information, contact Danine Tomlin (danine.tomlin@kctcs.edu).

**Bakersfield College: Industrial Automation**

In 2015, Bakersfield College (BC) was selected by the California Community Colleges Board of Governors to participate in a pilot program in which 15 of the 114 California Community Colleges offer baccalaureate degrees in applied fields. BC now offers an upper-division program in Industrial Automation to complement its existing lower-division electronics technology program, resulting in a Bachelor of Science Degree in Industrial Automation. The Electronics Technology Program provides certificate and degree options that prepare technicians in the areas of instrumentation, automation, process control, and telecommunications. These include four job skills certificate options (Manufacturing Automation, Industrial Maintenance, Industrial Automation, and Industrial Communications); an Electronics Certificate of Achievement; and an Electronics Technology AS degree. The upper-division coursework in Industrial Automation helps to fill the employment gap between the technician and engineer by preparing individuals to be employed in technology positions that require project management skills but not design skills. For more information, contact Liz Rozell (mrozell@bakersfieldcollege.edu).
Brunswick Community College:
Agriculture, Food and Natural Resources
This worksite-learning program focuses on the outstanding contributions/achievements of Carolina Creations Landscapes, Inc. participating in career pathways/STEM-related activities. Horticulture/turfgrass management students are life-long learners who are exposed to STEM-related opportunities through self-assessment and education. 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) Providing students opportunities to earn businesses/industry and career readiness certifications; 2) Providing instructor/teacher internships and student work-based learning experiences leading to greater awareness of business needs/STEM/career pathways; 3) Providing professional development opportunities for educators; 4) Enhancing the awareness/changing the perception of horticulture/turfgrass management careers through marketing strategies including showing connections to STEM; 5) Adding horticulture courses to the local articulated curriculum agreement and increasing the number of students who earn college credit. For more information, contact Gina Robinson (robinsong@brunswickcc.edu).

Career Pathways for Individuals with Disabilities
The industry-led Manufacturing Skills Institute (MSI) is the workforce development affiliate of the nonprofit Virginia Manufacturers Association (VMA). It provides industry-led education and skills training to MSI academic and workforce partner institutions for careers in advanced manufacturing. In addition, MSI ensures outreach and awareness of manufacturing through the Dream It. Do It. Virginia (DIDIVA) campaign and movement, focusing on improving the image of careers in manufacturing and providing access to career pathways in modern manufacturing. Through these partnerships, employers set the skill standards for MSI program offerings. This ensures learning is linked to the in-demand needs of manufacturers and real-time career advancement opportunities. MSI works with over 120 academic and workforce partners, such as middle schools, high schools, community colleges, libraries, One-Stops Centers and universities across 14 states. For more information, contact Kate Kaegi (Kate.kaegi@dars.virginia.gov).

Certified Driver’s Training Career Pathway
Under WIOA, Workforce Solutions Greater Dallas (WFSDallas) administers the Adult Education and Literacy (AEL) program in the Dallas County area through a consortium. One of the most successful examples is the development of a Career Pathway with the Dallas Area Rapid Transit
(DART) in partnership with the Dallas County Community College District (DCCCD). In conjunction with the Dallas County Community College District (DCCCD), a partner in the consortium collaborated with DART to contextualize a Certified Driver’s Training Career Pathway. The Career Pathway program takes participants through 15 hours of training per week for four weeks and includes contextualized reading and writing to assist with obtaining the Passenger Endorsement Class A Driver’s Permit. The Bus Operator training component includes driver safety, air brake systems, pre-trip inspections, transporting passengers and cargo safely, and DART’s Five Star Customer Service training. For more information, contact Demetria Robinson (drobinson@wfsdallas.com).

**Gateway Technical College CNC Boot Camps**

Gateway Technical College serves the robust manufacturing sector in southeastern Wisconsin. In 2004, there were more than 260 openings for CNC machine operators in Gateway’s district. Gateway’s two-year Machine Tool associate degree program was graduating students but not rapidly enough to meet employer needs. Gateway’s Business and Workforce Solutions instructors visited with over 30 area manufacturers, charted the entry-level operator skills they were seeking, and found that employers were requesting the same 10-12 skills. Using this information, a draft curriculum was developed, employers were convened to validate it, and an assessment tool that provides third-party skill validations was identified. The first CNC boot camp was offered in January of 2005. The program curriculum includes: CNC Machining Technology, Fundamentals of Blueprint and Shop Safety, Fundamentals of CNC Machine Application, Gauging and Quality Control, Speaking Principles, and Applied Mathematics I. The coursework is aligned with the first semester of the CNC and Tool and Die academic programs. For more information, contact Jaime Spaciel (spacielj@gtc.edu).

**Georgia Energy and Industrial Construction Consortium (GEICC)**

In 2011, the Georgia Department of Education (GDOE) adopted the National Career Cluster Model and added Energy as a 17th cluster in direct response to industry needs. This model facilitates the organization of curriculum design and instruction. The clusters also function as a guide in developing programs bridging secondary and postsecondary curriculum and for creating individual student plans of study. The Energy pathway is designed to promote student awareness of career opportunities, engage and educate them about the industry, and enable students to develop the foundation necessary to succeed and gain employment in energy. Industry goals include increasing the pool of educated and qualified candidates to
meet the projected shortage of 40,000 skilled positions over the next few decades. This pathway was created through a statewide public/private partnership among the GDOE, Technical College System of Georgia (TCSG), University System of Georgia (USG) and the Georgia Energy and Industrial Construction Consortium (GEICC). For more information, contact Diane McClearen (diane.mcclearen@opc.com).

**Kentucky Adult Education (KYAE) Skills U**

Since WIOA implementation in 2015, an increase in partnerships among education agencies, employment services, and employers has led to the creation of many bridge/transitional programs in adult education. Kentucky Adult Education (KYAE) Skills U is leading this charge with initiatives in two of Kentucky’s highest-growth sectors—manufacturing and construction/trades. These pilots, the first of their kind in the state, share the goal of contextualizing instruction to provide seamless transition into fields in which students can earn family-sustaining wages. The first KYAE pilot is focused on manufacturing and supported by Carl T. Perkins Leadership funds in four northern Kentucky counties. The second KYAE Skills U pilot is in an eight-county southeastern Kentucky region designated as a Federal Promise Zone. The adult education programs within these Paths to Promise counties participated in a construction/trades pilot funded by KYAE Skills U and Kentucky’s Touchstone Energy Cooperatives (KTEC), which include 17 electric cooperatives that provide electric power to more than 1 million Kentucky residents in 87 counties. For more information, contact Sharon Johnston (sharon.johnston@ky.gov).

**Perry Central Education-Workforce Partnership**

The Perry Central Education-Workforce Partnership is committed to improving student outcomes and building a stronger workforce by creating a school-to-workforce pipeline in the Advanced Manufacturing Pathway. The goals of the program are to increase awareness about and change the perception of high-skill, high-wage, high-demand advanced manufacturing jobs in the community; to provide a Technical Certificate in Industrial Maintenance that can be completed during high school; and to increase the number of skilled workers in the community in order to fill jobs. The educational institutions involved include the school corporation, Patoka Valley CTE Cooperative, the Perry County College Success Coalition, Perry County Adult Education, and Ivy Tech Community College. We are fortunate to have a wide variety of employer partners including Waupaca Foundry, Jasper Engines and Transmissions, ATTC, Webb Wheel, Meggitt, Masterbrand, and Kimball Electronics. For more information, contact Jody French (jfrench@pccs.k12.in.us).
Port of Houston Partners in Maritime Education Pathway
The Port of Houston Partners in Maritime Education (PHPME) program is a high school through graduate school career pathway equipping students with the education, skills, and credentials needed to succeed in the maritime industry. Six high schools in four school districts adjacent to the Houston Ship Channel offer the pathway and four postsecondary institutions (both two-year and four-year) have linked pathway degree programs. Students gain deep awareness of maritime industry careers, learn valuable STEM-based industry skills and knowledge, use state-of-the-art simulation equipment, and earn industry-valued credentials and dual credit. Outside the classroom students tour industry worksites, do paid internships, and earn college scholarships. All instructors have extensive experience in the maritime industry. The pathway introduces students to Maritime Logistics, Piloting and Deck Operations, Maritime Human Resources and Business Management, Maritime IT Systems, Marine Engineering Technology, Maritime Systems Engineering, and Fish and Wildlife Resources Management. For more information, contact Sarah Janes (sarah.janes@sjcd.edu).

The Propeller Club – Port of Tampa
The Propeller Club – Port of Tampa has partnered with Hillsborough County Public Schools (HCPS) to develop curriculum in Maritime Education training since 2009. There is a high demand for workers in the maritime field due to a growing port and an aging workforce. The club has tackled this need by joining forces with the local school district to increase the talent flow to one of the area’s major employment sectors—the maritime industry. The strong participation of the members makes this program very unique. The club membership is the driving force of curriculum development and the career exploratory experiences offered. The members have opened their companies’ doors to teachers and students. Members offer their support for teacher externships, student internships and guest speakers. For more information, contact Christopher Jargo (christopher.jargo@sdhc.k12.fl.us).

Southwest Marketing
The Southwest Marketing program is a problem-based case-learning program that focuses on using an experiential learning process to give dual enrollment high school students real-world professional business experience. This is accomplished by essentially turning a marketing program/class into a non-for-profit marketing firm that offers comprehensive marketing solutions to local businesses. Aside from the business engagement aspect of the program, Southwest Marketing is a
capstone with curriculum consisting of five dual-enrollment courses offered to the students of PSJA Southwest ECHS by South Texas College. The five college courses offered through the program are Principles of Marketing, Customer Relationship Management, Public Relations, Advertising and Sales Promotion, and Principles of Sales. For more information, visit southwestmarketing.org or contact Eloy Garza (jose.garza5@psjaisd.us).

**Student-Run Firefly Credit Union at Burnsville High School**
The goal of the Finance Pathway and student-run Firefly Credit Union is to ensure that all 2,700 Burnsville High School students are financially literate when they graduate. Burnsville High School (BHS), in Burnsville, Minnesota, is in District 191, a suburban district with approximately 9,300 students in 15 schools. Approximately 50 percent of students live in poverty, 56 percent are students of color, 15% receive special services, and 12 percent are English Language Learners. In 2016–2017, an innovative redesign was implemented that added 9th graders to the former senior high school, incorporated 1:1 Chromebook technologies, and launched a new wall-to-wall high school Career Pathways program offering all 2,700 9th-12th grade students strategic opportunities to explore potential career interests in one or more of 14 different pathways. For more information, contact Kathy Funston (kfunston@isd191.org).

**Summit Charter Collegiate Academy: College Express Pathway**
The goals of the College Express Pathway at Summit Charter Collegiate Academy are to offer all students the opportunity to be successful in college through exposure and support while they are in high school. Summit Charter Collegiate Academy has partnered with Porterville College to offer a course sequence using articulated courses, dual-enrollment courses, and concurrent-enrollment courses over students’ four years in high school that culminates in an Associate of Science Degree in Business Administration. Students have the option of taking some or all of the offered courses allowing them to earn anywhere from three to sixty-eight units of college credit. Students are taught with the college curriculum from day one. For more information, contact Krista Herrera (kherrera@burtonsschools.org).

**Tri-Cities ROP Culinary Arts Program**
The Culinary Arts Program at El Rancho High School is a life-changing learning experience that has become one of the most requested classes on campus. Most students think it’s going to be a cooking class and are surprised to find out that they learn far more than expected. Safety, sanitation, nutrition, humanity, character, and life skills are all part of the lessons learned. The goal is to introduce every student and transform his
or her mind and abilities to a management level of success. Institutions involved are Le Cordon Bleu, Art Institute, Cal Poly Pomona, Johnson & Wales University, Cerritos College, and businesses such as Seta, Zapiens Grill, Paul’s Kitchen, Chef Luna’s Catering, and the ERHS Culinary Arts Club, which includes over 400 members of students, alumni, parents and community. For more information, contact David Luna (dluna@tricitiesrop.org).

12 For Life
12 For Life is an innovative partnership between Southwire Cable Wire Corporation and the Florence City School system. The program incorporates onsite academic instruction, implements a skill development class, and has a functioning manufacturing plant where students operate machines and meet production standards. Other businesses have joined this mission, offering areas of experience such as public relations, health care, fashion design, and insurance risk-analysis opportunities. The 12 For Life program has formed partnerships with numerous college institutions that provide scholarships and internship experiences for qualified students. The culminating objective of the 12 For Life graduate is to be equipped with self-confidence and a skillset that enhances their ability to be productive in any career endeavor. For more information, contact Corey Behel (cjbehel@florencek12.org).

Youth Empowerment for Success Program (YES)
Program Health Science Pathways
The YES Program was created with the main goal of providing students with opportunities and skills that will help them be successful after they graduate from high school. Putnam County High School has a successful track record in planning, implementing, and sustaining youth-, education- and workforce development related programming. For example, PCHS offers 18 different career pathways for students and has a College and Career Readiness Performance Index of 84.5—the highest in the Middle Georgia region. Through the YES Program, PCHS has been able to partner with multiple postsecondary institutions in developing academic and career-focused curriculum. YES students are involved in structured career pathways that incorporate work-based learning experiences aligned to learning objectives that are suited to best meet student needs. For more information, contact Katherine Reid (katherine_reid@putnam.k12.ga.us).
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