OCTAE CONNECTION

U. S. DEPARTMENT OF EDUCATION
OFFICE OF CAREER, TECHNICAL AND ADULT EDUCATION

October 26, 2017

Last Chance to Register: Celebrating Student Success at Minority-Serving Community Colleges

Community and technical college presidents, administrators, student support staff, and faculty are invited to participate in the third national convening of minority-serving community colleges at the U.S. Department of Education. The event will take place on Nov. 14 and 15, 2017, in Washington, D.C., and will offer opportunities to

- exchange promising practices on student success with institutions from across the country;
- meet representatives from federal agencies and learn about federal programs for minority-serving institutions;
- hear from and speak with researchers and practitioners;
- interact with representatives from the U.S. Department of Education; and
- engage with minority-serving community college communities of practice.

There is no conference fee; however, your institution will need to pay for all related travel expenses, meals, and miscellaneous costs. Due to space limitations, each college is limited to two attendees. The registration deadline is **today, Oct. 26, 2017**.

For information on registration, agenda, and other details, please click here to view the meeting website.

Can't attend? Sign up for the LINCS Community group for Minority-Serving Community Colleges and Affiliates to join in the discussions, and view the slides and materials after the event at https://community.lincs.ed.gov/group/minority-serving-community-colleges-and-affiliates.

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WorkforceGPS Adds "Priority of Service for WIOA Adult Funds" Desk Reference

WorkforceGPS recently posted a new desk reference on its website for state and local employment boards and staff. This new reference provides information on serving priority populations, including recipients of public assistance, low-income individuals, individuals who are basic skills deficient, and veterans using Workforce Innovation and Opportunity Act adult funds.

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National Council on Disability to Discuss Pre-Employment Transition Services Under Workforce Innovation and Opportunity Act

The National Council on Disability (NCD) will hold its quarterly meeting on Oct. 26, from 9 a.m. to 4:30 p.m. (ET), in Louisville, Kentucky, to discuss pre-employment transition services under the *Workforce Innovation and Opportunity Act (WIOA)*. At the meeting, the council will hear updates from agencies on policy projects, finance, governance, and other business. NCD will release its annual 2017 progress report and provide a panel presentation on it. Other meeting activities include a council vote on final drafts of policy reports on guardianship and pre-employment transition services under *WIOA*, and a screening of the documentary film "Rooted in Rights." The meeting will conclude with a discussion of project proposals for NCD's policy work in 2018 and 2019, followed by a public comment session.

Interested parties are encouraged to review the full Federal Register notice for more detailed information.

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High School Career and Technical Education Teacher Pathway Initiative Winners

In late September 2017, the U.S. Department of Education announced the winners of the High School Career and Technical Education Teacher Pathway Initiative grant competition. The competition was designed to increase recruitment and retention of high school CTE teachers in in-demand sectors or occupations, in states and communities where shortages of such teachers exist. Each grant has a three-year project period. The following information is taken from abstracts submitted by the winners.

New Jersey Department of Education ($876,081)

The New Jersey Department of Education's High School Career and Technical Education Teacher Pathway Initiative project seeks to increase the supply of high school CTE teachers in program areas aligned with New Jersey's in-demand industry sectors of advanced manufacturing; life sciences; healthcare; technology; transportation, distribution, and logistics; food manufacturing; and construction and utilities. The project will employ the following two-pronged approach: 1) Implement an Industry Fellows program to enable industry experts to co-teach on a part-time basis with experienced teachers in a CTE classroom as they decide whether they will become CTE teachers; and 2) Implement a CTE Teacher Bridge Program to enable general education teachers to become CTE teachers through industry externships, mentorship by an experienced CTE teacher, attainment of industry-focused content knowledge, and if available, an industry-valued credential.

Tennessee Department of Education ($899,700)

The Tennessee Department of Education's Experienced Professionals in the Classroom (EPIC) project seeks to improve the recruitment, preparation, and retention of effective CTE educators for program areas aligned with Tennessee's in-demand industry sectors of advanced manufacturing, health science, and information technology. The EPIC project will 1) align existing funding and program requirements for its occupational educator preparation programs (EPP); 2) partner with a community college to pilot a cost effective associate degree-level occupational EPP; 3) pilot a district-led occupational EPP to better meet local demand for effective high school CTE teachers; 4) pilot co-teaching models with industry partners to provide rural districts with access to high quality CTE instruction in advanced manufacturing; and 5) employ district-postsecondary-industry partnerships to pilot "grow your own" CTE educator programs in local school districts.

Portland Community College, Oregon ($622,101)

Portland Community College's High School CTE Teacher Pathway project seeks to increase the recruitment and retention of skilled high school CTE teachers in the Portland Metropolitan Area, Lane County, and elsewhere in Oregon, in program areas aligned with the in-demand industry sectors of healthcare, construction, advanced manufacturing, and information technology. The project will develop and implement two models for high school CTE teacher recruitment, preparation, induction, and retention. Model 1 will recruit business and industry professionals that possess the required industry work experience and/or industry certification and are interested in becoming CTE teachers, as well as industry professionals with a restricted CTE license that require education coursework to advance to the preliminary CTE license. Model 2 will recruit fully licensed teachers in non-CTE areas that need the required planned and coordinated work experiences to add a CTE endorsement that aligns with an in-demand industry sector. Participants will complete work experiences that are planned and coordinated according to each participant's CTE professional development plan. Participants also will complete an intensive 15-month cohort-based program anchored by two summer institutes. Mentoring will be an important component of both models.

Southeast Kansas Education Service Center, Kansas ($899,407)

Southeast Kansas Education Service Center seeks to create the Kansas Statewide CTE Mentoring Network to improve the retention of CTE teachers in program areas aligned with in-demand occupations that are important to the Kansas economy. The project will 1) recruit and train a cadre of CTE teacher mentors to improve the retention of new CTE teacher mentees through an online Beginning Mentor Institute and in-person regional trainings; 2) develop an online community of practice to provide ongoing support for CTE

teacher mentees and mentors and to institutionalize best teaching and mentoring practices in CTE; 3) create online explorations modules to help CTE teacher mentees and mentors deepen their teaching practice; and 4) institute a marketing campaign to increase awareness of CTE teacher mentoring opportunities.

School Board of Broward County, Florida ($749,662)

The [Broward Educating Superior Technology Teachers](#) (BESTT) program seeks to increase the supply of high school CTE teachers in computer science (CS) and information technology (IT) because CS/IT in-demand industry occupations compose approximately 39 percent of the hard and system-specific skills gap in Broward County, Florida. The BESTT program will 1) offer Broward County Public Schools non-CTE-teachers the chance to become CS/IT certified through the completion of high-demand CS/IT courses at Broward College and preparation for the state's Business Education 6–12 certification exam; 2) partner with Broward College to recruit industry professionals into the college's Educator Preparation Institute to become CTE educators through online coursework and preparation for the Business Education 6–12 certification exam, 3) incent Broward College Education Pathway students to pursue CS/IT courses and the Business Education 6–12 certification; and 4) offer Broward County Public Schools CS/IT CTE educators the opportunity to advance their knowledge through high level CS/IT courses at Broward College. A community of practice will be established to mentor teachers and faculty, share best practices, and learn about new technologies.

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SkillsCommons Story Telling IMPACT Community: Sustaining and Scaling Impact Through Story

The [Trade Adjustment Assistance Community College and Career Training (TAACCCT)](#)program is designed to improve the readiness and success of the U.S. workforce pipeline through innovative capacity building of job-driven training and education programs. Communicating successful outcomes and the innovations that produced them is critical for the scaling and sustainability of investments. Storytelling is a key complement to the extensive evidence of TAACCCT program impacts, allowing the audience to quickly learn about what works in workforce development training and why.

With oversight by California State University and the Multimedia Educational Resource for Learning and Online Teaching, the [SkillsCommons Story Telling IMPACT community](#) was created to help workforce development programs illustrate their sustainable successes with TAACCCT efforts across the nation. StoryTelling IMPACT community ambassadors are currently coaching TAACCCT colleges, employers, and workforce staff through the StoryTelling processes. Through that work and the use of the StoryTelling IMPACT community's [tools](#), organizations are creating and using products to convey scalable impacts to stakeholders, students, employers, and potential future funders.

All materials included in the [SkillsCommons](#) repository hold Creative Commons licensing that enables users to not only download and use the online resources for free but also to modify those resources, and customize them for their specific needs. The StoryTelling IMPACT community's purpose is to share viable, sustainable solutions to the challenges of workforce development in higher education. Free and open StoryTelling tools, such as

the Interactive StoryTelling Rubric, designed for today's workforce and educational systems, can be found at the StoryTelling website.

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