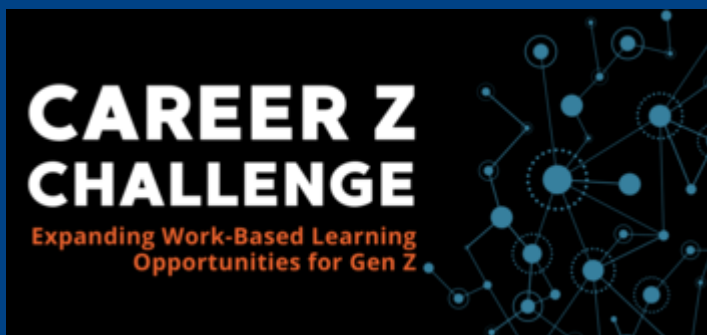




## 1. Career Z Challenge



Interested in starting or expanding work-based learning (WBL) opportunities for your high school students? Then join the **Career Z Challenge**, a \$2.5 million prize competition sponsored by the U.S. Department of

Education Office of Career, Technical, and Adult Education (OCTAE).

Perkins-eligible schools, districts, and consortiums are invited to share their ideas for creating or enhancing WBL opportunities through collaborative ecosystems of educators, businesses, industries, workforce professionals, and community stakeholders to provide students with interconnected career development opportunities and experiences across grades 9 – 12.

Semi-finalists and finalists will be eligible to receive targeted technical assistance including professional development support, webinars and training, participation in a community of practice (CoP), as well as a portion of a \$2.5 million prize pool.

The lessons learned from this challenge will inform resources and models that will foster growth and expansion of high-quality, sustainable WBL experiences for students nationwide.

Career Z Challenge Phase 1 submissions are due May 24, 2023.

**Video** from U.S. Department of Education Secretary.

**Learn more and follow the challenge @ [CareerZChallenge.com](https://www.careerzchallenge.com)**

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## 2. Your Place in Space Challenge

The U.S. Department of Education has announced the launch of the **Your Place in Space Challenge**. This is the first challenge in the **CTE Momentum** series, an annual challenge series to prepare high school students for rewarding careers and to increase access to career and technical education (CTE). The Your Place in Space Challenge invites high schools to submit designs that connect the dots between the skills students build in CTE programs and the fulfilling careers they can have in the space industry.

Teams may pursue designs of their choice or find inspiration from one of four suggested areas of exploration — covering topics such as space debris, the International Space Station, space travel, and the environment. Submissions are due by 6:00 p.m. ET on October 30, 2023. An independent judging panel will review submissions based on the challenge selection criteria and recommend up to 10 winners, who will each receive at least \$5,000. The Department anticipates announcing the winners and launching the next annual challenge in early 2024.

To learn more about the challenge, click below.

[\*\*Register Here\*\*](#)

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## 3. Unlocking Career Success Website

We are excited to share that we have created a new website to support the **Unlocking Career Success** initiative, an interagency initiative with the Departments of Labor and Commerce to blur the lines between high school, college, and careers. By 2030, we want all young people to graduate high school having 1) earned college credit through dual enrollment, 2) received their first industry-sought, in-demand credential, 3) engaged in paid work-based learning, and 4) received career advising and navigation support.

The new website that includes case studies, exemplars, words of encouragement from national champions, questions to guide all stakeholders

towards this unified vision, and finally, practical tools and resources specifically tailored for the field.

If you have feedback or resources that you'd like to submit for consideration, please email: [pathwaystosuccess@ed.gov](mailto:pathwaystosuccess@ed.gov). "In today's economy and in our future, postsecondary credentials are essential for success. We want every student to graduate from high school with a solid onramp to a rewarding career. So, we have work to do to ensure every student has a pathway to success." Secretary of Education Miguel Cardona

For more from Secretary Cardona, please see a [speech](#) and his [priorities](#) to promote academic excellence for every learner and better prepare our nation for global competitiveness.

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## 4. New Report on Adult Education Under the Workforce Innovation and Opportunity Act

The Institute of Education Sciences in the U.S. Department of Education recently published a report on the implementation of the Workforce Innovation and Opportunities Act (WIOA) by adult education providers that draws from a national survey of providers in 2018-19. The report, *Linking Adult Education to Workforce Development in 2018–19: Early Implementation of the Workforce Innovation and Opportunity Act at the Local Level*, focuses on the extent to which WIOA's emphasis on strengthening adult education's connections with workforce development was reflected in the instructional approaches used by adult education providers and in other activities. It finds that providers widely reported offering some instruction that linked basic skills instruction with occupational skills training, including integrated education and training (IET) programs, but that learner participation in these programs was modest.

Consistent with WIOA's emphasis on collaboration to improve the workforce development system, the majority of providers reported coordinating with workforce partners to provide instruction and transition services, although challenges existed. While recent National Reporting System data suggest that IET enrollment is just a fraction of overall participation in adult education, states continue to make progress in expanding access. IET enrollment increased approximately 26 percent between

Program Years 2020-2021 and 2021-2022. OCTAE is investing heavily in technical assistance to state and local providers to overcome early implementation challenges and scale and diversify IET offerings.

Learn more about the ADVANCE IET project [here](#).

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## 5. Secretary Walsh Unveils Strategy to Expand Access for All Young People to Pathways Toward High-quality Careers

On March 9, Secretary of Labor Marty Walsh convened the “Youth Employment Works Summit” at U.S. Department of Labor headquarters to unveil the department’s strategy for building a workforce in which all young people can prepare for opportunities for high-quality careers.

The summit included panel discussions that explored building pathways to good jobs for young people and centering federal agencies’ work on them, and how young people in disadvantaged communities or justice-involved youth can access the training and support services they need. The event also gave young workers an opportunity to describe their employment experiences and enabled stakeholders to share their priorities. To read more about the Youth Employment Works Summit, click below.

[Learn More](#)

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## 6. New Survey Data Reveal a Large Federal Role in Funding Adult Education

Newly released data from a national survey of local providers that receive funds under the Adult Education and Family Literacy Act (AEFLA) show that the federal government plays a larger role in funding adult education than it does in funding elementary and secondary education (K12). The data were released last week by the Institute of Education Sciences (IES) as part of its [National Study of the Implementation of Adult Education Under the Workforce Innovation and Opportunity Act](#).

IES surveyed all AEFLA providers in 2018-19. Providers reported that, on average, state government contributed about half of their revenues (49.4 percent) during that time period, which is about what [states contributed to K12 funding](#) in Fiscal Year 2019 (46.7 percent). The next largest source of funding for adult education was the federal government, with providers reporting that, on average, 38.6 percent of their revenues came from federal sources. In contrast, only 7.9 percent of K12 funding was contributed by the federal government in FY 2019. On average, local government provided just 5.7 percent of adult education funding in 2018-19 but 45.4 percent of K12 funding

in FY 2019. Other sources of adult education funding were foundations (1.5 percent of adult education funding), individual and civic donations (0.9 percent), fees charged to employers or learners (0.8 percent), and corporate giving (0.3 percent).

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## 7. Cybersecurity Resources for Community Colleges

The National Initiative for Cybersecurity Education (NICE) aims to energize, promote, and coordinate a robust community working together to advance an integrated ecosystem of cybersecurity education, training, and workforce development. Community colleges can gain access to several resources on the [NICE website](#), including:

### *NICE Workforce Framework for Cybersecurity (NICE Framework)*

The [NICE Framework](#) provides a set of building blocks for describing the tasks, knowledge, and skills that are needed to perform cybersecurity work performed by individuals and teams. Community college educators can align teaching to the NICE Framework and use the NICE Framework to develop learning programs and assess the capabilities of their students.

### *Annual NICE Conference & Expo*

The [NICE Conference & Expo](#) brings together education, government, industry, and non-profit organizations to explore ways to develop a skilled cybersecurity workforce ready to meet the challenges of the future. This year the event will be held on June 5-7 in Seattle, WA. Staff from community colleges can attend to participate in workshops and hear presentations from industry on talent needs and from academia on best practices in education.

### *CyberSeek*

[CyberSeek.org](#) is a free online tool that can help career seekers learn more about cybersecurity careers. The interactive map shows a snapshot of open jobs across the United States. Additionally, the career pathway provides insights on the progression of a cybersecurity career. Community colleges can use the tool to inform students about common job titles, average salaries, commonly requested credentials, demand by geographic area, and more.

### *Community Resources*

NICE manages an active [Community Coordinating Council](#) consisting of several working groups, communities of interest, and project teams. Staff from community colleges can join a monthly meeting, contribute to a project, or learn about community-curated materials such as a list of [free and low cost online learning content](#) and [career discovery resources](#).

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## 8. Supplemental Nutrition Assistance Program - FY 2024 Priority Areas for State Outreach Plans

On February 1, 2023, the Food and Nutrition Service at the United States Department of Agriculture released a memo to all Supplemental Nutrition Assistance Program (SNAP) state agencies recommending that all states develop a SNAP outreach plan. The goal of the memo is to help states increase enrollment among eligible non-participating households and to reduce churn by encouraging existing SNAP households to recertify.

To read the full memo click below.

[Read More](#)

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## 9. Innovative Approaches to Literacy Program Competition

The U.S. Department of Education published a Notice Inviting Applications (NIA) in the Federal Register on March 14, 2023 for the fiscal year (FY) 2023 [Innovative Approaches to Literacy](#) (IAL) Program competition, Assistance Listing Number 84.215G

The program plans to award up to \$9 million in new grants over a five-year grant period. Successful applicants will administer and manage a range of projects that support high-quality programs designed to develop and improve literacy skills for children and students from birth through 12th grade in high-need local educational agencies (LEAs) and schools. For more information on the Notice Inviting Applications, click [here](#)

For more information about how to apply for an IAL grant, click below.

[Learn More](#)

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## 10. Lowe's launches \$50M effort to address skilled worker shortages

The Lowe's Foundation is launching a five-year, \$50 million effort to help community colleges and other community-based organizations prepare 50,000 people for skilled trades careers.

The first round of the Gable Grants will focus on community and technical colleges, through which the foundation aims to address the skilled trades labor shortage, with a focus on young adults, especially from underrepresented and rural communities.

Skilled trades occupations are in a workforce crisis, with 85% of contractors reporting trouble finding skilled workers, according to the foundation. An estimated 546,000 new skilled tradespeople are needed to meet the demand in 2023 alone, on top of the normal hiring.

To apply for a grant, [click here](#). April 10 is the deadline to apply.

## 11. Department of Labor training grants to help homeless veterans

The U.S. Department of Labor (DOL) is accepting applications to provide training for military veterans who are facing homelessness. Through its **Homeless Veterans' Reintegration Program**, DOL will award a total of \$25 million to efforts that aim to reduce homelessness among veterans by helping them to reenter the workforce, specifically by providing occupational skills training, support participation in registered apprenticeship programs or other on-the-job training opportunities, and provide job placement assistance.

Selected applicants will receive up to \$500,000 annually for up to three years, for a total of \$1.5 million. Higher education institutions are eligible to apply. March 30 is the deadline.

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## 12. Good Job Principles

In January 2023, the Employment and Training Administration (ETA) published a **Training and Employment Guidance letter** (TEGL) to encourage state and local workforce development boards (WDBs) and state workforce agencies (SWAs) to incorporate the **Good Jobs Principles**, developed by the

Departments of Commerce and Labor, into their Workforce Innovation and Opportunity Act (WIOA) state and local plans and reporting.

Good jobs are defined by eight principles that relate to recruitment and hiring practices; benefits; Diversity, Equity, Inclusion, and Accessibility (DEIA); empowerment and representation; job security and working conditions; organizational culture; pay; and skill and career advancement.

The TEGL suggests ways that states and local areas might integrate the Good Jobs Principles into their workforce systems through services to jobseekers and employers. For example, ETA guidance recommends that career counseling include discussions of good job characteristics in career pathways discussions.

Workforce development practitioners who work with youth can ensure youth are connected to the work experiences that prepare them for a high-wage job, such as a pre-apprenticeship or, they can ensure that women are presented with all employment and training opportunities, including those that might lead to a quality job in a non-traditional sector for women. The guidance also recommends that states leverage labor market information and the Good Jobs Principles to identify quality jobs that are in-demand with forecasted growth to help participants secure good jobs and to help employers attract and retain qualified workers.

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### **13. Training and Employment Guidance Letter - WIOA Youth Program Policies**

The U.S. Department of Labor released a Training and Employment Guidance Letter which addresses the Employment and Training Administration (ETA's) priorities for youth programs, and further clarifies WIOA Youth program policies. It also provides information to help states and local areas improve services, supports, and outcomes for youth, particularly opportunity youth (out-of-school and out-of-work youth), by integrating equity and job quality principles into program design and service delivery as well as elevating youth voice and addressing mental health.

This is the first WIOA Youth program guidance since the COVID-19 pandemic required states and local areas to shift service delivery strategies and develop innovative approaches to serving youth. Since then, ETA has set priorities for programs serving youth as well as a vision for coordination and impact, many based on lessons learned from the pandemic and best practices used in states and local areas. This guidance highlights different ways to meet the evolving needs of youth participants. Section 4 includes important policy clarifications that States and local areas need to be aware of when developing and implementing the WIOA Youth program.



Click below to read the full Training and Employment Guidance Letter and the accompanying [attachment](#).

[Read More](#)

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## Recent Guidance

[2023 Memo](#) - Use of Perkins Funds for Registered Apprenticeship Programs

[Dear Colleague Letter](#) – Use of Perkins Funds to Address Teacher Shortages

## OCTAE Connections with the Field

In February 2023:

- On February 8, Assistant Secretary Dr. Amy Loyd delivered remarks at the 5th Annual Dominicans on the Hill event created by **Rep. Espaillat (NY-13)** to recognize the growing civic engagement of the Dominican-American community and throughout the diaspora.
- On February 15, Assistant Secretary Dr. Amy Loyd delivered remarks at the 2023 Linked Learning Conference in San Diego, CA. Dr. Loyd spoke to attendees about Creating coherence in college and career readiness.
- On February 23, Assistant Secretary Dr. Amy Loyd participated in a virtual roundtable hosted by the Business Council for International Understanding. The discussion focused on how education and life-long learning impact the future of work for employees and students in the U.S. and beyond.
- On February 28, Deputy Assistant Luke Rhine visited Jackson-Reed High School in Northwest Washington, D.C., in celebration of CTE Month 2023. The visit was hosted by the Association for Career and Technical Education (ACTE), District of Columbia Public Schools (DCPS) and the National Association of Home Builders (NAHB).