

# ENGAGE. CONNECT.

TIPS & TRENDS FROM THE NATIONAL CENTER FOR COLLEGE & CAREER TRANSITIONS

January 2017

## Greetings!

Happy New Year to all the hard-working CTE and Pathways leaders out there! We appreciate all you do and hope that your successes continue in 2017.

NC3T would like to be a part of your success in the coming year. So I'd like to remind you that we can support your work in the following ways:

- **Build a school, district, or regional Pathways system:** We're working with several schools and districts, each starting at different points, to build a coalition of stakeholders, develop Pathways plans, and execute on those plans.
- **Improve CTE Program Quality:** NC3T can help you with a program quality review to see where you are, and then work with you on improving any or all program elements that need support, from employer engagement to curriculum alignment.
- **Build a regional or statewide Pathways network:** If you're interested in informing and connecting stakeholders across your service area, educating them on the importance of Pathways and giving them the tools and connections they need to act, ask us about our Pathways Innovation Network (PIN) model.
- **Train your staff:** NC3T offers professional development on various aspects of employer engagement (building partnerships, advisory boards, work-based learning, etc.) and all of the elements of Pathways systems.
- **Advocate for Pathways:** Hans Meeder, president of NC3T, is available to serve as a keynote speaker and advocate for your conferences and other gatherings.

If you're looking for support in any of these areas, email Brett Pawlowski ([brett@nc3t.com](mailto:brett@nc3t.com)) or Hans Meeder ([hans@nc3t.com](mailto:hans@nc3t.com)), or call either by phone at 410.740.2006.

Best,

Brett

## The Pathways Sherpa

### 10 Easy Ways to Get Your Employer and Community Partners Involved and Enthused

During my last blog, I talked about five key strategies to engage employer and community partners. In this blog, we'll go deeper on the first two strategies: 1) Help students build career understanding; and, 2) Facilitate classroom presentations or lead small group discussions.

You'll notice that "providing money, equipment, and materials" is not listed here, and you won't find that until the very last item on the next blog. I placed it at the every end of the list because successful program leaders tell me time and time again,



"Don't start off the relationship by asking for resources. Instead, build the relationship and connection to your program. Once the connection is there, the resources will come."

I just wanted to give you that forewarning. Almost everything you see here today and next time is about building a relationship - helping your employer volunteers build a strong connection to your program, to your students, to your

instructors, and to the other businesses and community organizations that are partnering with your program. The biblical saying goes "where your treasure is, there your heart is also." If business and community volunteers are connected with their emotions, they will also share resources - both time and money. [Continue reading.](#)

Check out the [Pathway Sherpa website](#) and receive the first chapter of Hans' new book when you subscribe. Look for the orange starburst.

## FYI - Information You Can Use

### [Promising Practices in Work-Based Learning for Youth](#)

A new report is available from the National Skills Coalition and National Youth Employment Coalition (released October 2016). This report examines four different work-based learning strategies for youth populations and industry sectors. The report also identifies key elements in work-based learning models, the challenges faced by current providers, and provides federal policy recommendations for expanding work-based learning opportunities and aligning workforce development system with the needs of youth in the local community. Learn how well-designed work-based learning models can provide disadvantaged youth with occupational training and career readiness while also providing necessary income.



<http://www.nationalskillscoalition.org/>

### [Mentoring's Promise and Limits](#)

Mentoring, research shows, can help people academically, emotionally, and socially; it can steer them clear of trouble and toward college, career, and a better life. But the true impact of mentoring may be difficult to ascertain in the long-term, complex fabric of life. Its influence can be mysterious and hard to duplicate-whether it is from a formal volunteer tutoring program or a teacher or family friend who keeps urging you to stick to the straight and narrow. Complicating the picture is the fact traditional mentoring is now being supplemented, and even replaced in some cases, by social media and online groups in which participants play games together, take classes, and chat.



<https://www.theatlantic.com/>

### [Postsecondary Enrollment is Down for Fifth Straight Year](#)

College and university enrollment fell during the semester just coming to an end, marking a fifth straight year of decline. Students over 24 represented the bulk of the dropoff, with for-profit institutions suffering the most, the figures, from the National Student Clearinghouse Research Center, show. The trend threatens the national goal - already behind schedule - of increasing the proportion of the population with degrees. It also signals further problems for not only for-profit colleges and universities, but private nonprofit ones for which tuition is the principal source of revenue. Enrollment in all of higher education was down 1.4 percent from the previous fall. For-profit institutions saw a nearly 15 percent decline and community colleges 2.6 percent.



<http://hechingerreport.org/>

### [Partnership Puts Detroit School to Work](#)

The foundation for building a broader middle class in Detroit is being laid by the city's business leaders and Mayor Mike Duggan, who hope to turn a long neglected vocational school into a jobs factory. The collaboration is working with the Detroit Public Schools Community District to attack the gap between employers looking for skilled trades workers and residents who lack the training for the good-paying jobs being created in the city. Finishing touches are being made on the plan, which includes enrolling 300 high school students at Randolph Career and Technical Center starting next fall. About 100 students are currently in programs at the school that once trained 700. "We want to create a premier technical school and put Detroiters to work," says David Meador, vice chairman and chief administrative officer of DTE Energy.



<http://www.detroitnews.com/>

### [Increasing Access to Industry Experts in High Schools](#)

As interest in Career Technical Education (CTE) continues to increase, the need for experts qualified to help ensure students gain the real-world experiences they need for success is increasing as well. Individuals with industry expertise provide a unique perspective to students and can also help students explore and connect with particular career opportunities. Advance CTE, in partnership with the Center on Great Teachers and Leaders at American Institutes for Research, carried out two surveys: one of 47 State CTE Directors and one of 260 local CTE teachers and administrators from 26 states. These surveys informed the findings and recommendations in this new report. This report examines the role of state leaders, as well as the necessary state-level policies and programs, in increasing student access to industry experts in high schools. It also explores the barriers states commonly face, and provides recommendations for overcoming these obstacles in the short and long term.



<https://careertech.org/>

## Pathway-Related News and Events



NC3T is happy to partner with Fritzwire, a daily newsletter publication of Public Private Action. We are all regular subscribers of the newsletter and would like to offer articles and notifications from Fritzwire that may be of interest to our readers. For more information about Fritzwire please click the following link.

<http://www.publicprivateaction.com/fritzwire>

From Fritzwire:

### **Teacher Collaboration Time That Students (Yes, Students) Love**

by Melissa Wilbert, RealClearEducation

Every teacher would agree that we need more time to plan. We also beg for more time with other teachers for collaboration because we all know the power in aligning our lessons. But there just aren't enough hours in the day! To add planning time with other teachers, we would have to subtract teaching time. How could we make a three-hour block in one day benefit both us and students? .....

<http://www.realcleareducation.com/>

### **Ambitious Leadership: How Principals Lead Schools to College and Career Readiness**

<http://newleaders.org/>

### **Schools Missing Big Opportunities to Engage Parents**

Parent engagement is vital for school success, yet only a third of parents have ever participated in parent surveys or research.

<http://www.gallup.com/businessjournal/>

### **Really Ready: Preparing ALL Middle and High School Students for College, Work and Life**

By Getting Smart Staff

What does it mean to be really ready for college, work and life? There is a direct connection between increasing graduation rates and student readiness. Students need opportunities to develop skills for success in a changing economy. To help answer that question, we set out to learn more about what it means to be really ready and worked with Apex Learning to publish Really Ready: Preparing ALL Middle and High School Students for College, Work and Life.

<http://www.gettingsmart.com/>

### **Closing the College Gap: A Roadmap to Postsecondary**

Readiness and Attainment

<http://www.americaspromise.org/>

### **Getting employers on board for work-based learning for at risk youth**

Nneka Jenkins Thompson reviews a new report from the Organisation for Economic Co-operation and Development (OECD), that lays out several policy tools for motivating employers to train more young people through work-based learning.

<http://bit.ly/2h5QIRh>

American 15-year-olds are getting worse at applying their math skills in the real world, when compared to their international peers. The 2015 Program for International Student Assessment results are out and they show a drop in "mathematics literacy" scores for U.S. students since 2012 and 2009. "Of particular concern is that we also have a higher percentage of students who score in the lowest performance levels ... and a lower percentage of top math performers" compared to the international average, said Peggy Carr, acting commissioner of the National Center for Education Statistics, which released the results. The disappointing numbers come after results on another international study - the Trends in International Mathematics and Science Study - recently showed gains made by U.S. fourth and eighth graders in math since 1995.

U.S. science and reading literacy scores weren't much different from previous years. Boys outperformed girls in science and math, while girls outperformed boys in reading. Scores for Massachusetts, North Carolina and Puerto Rico were broken out for international benchmarking purposes, and revealed that Massachusetts students, on average, are outperforming students in the U.S. and worldwide in all three subjects. North Carolina students were comparable with U.S. average scores and Puerto Rican students fared worse. PISA measures the performance of 15-year-olds every three years in three subjects across dozens of education systems worldwide. Check out the results here:

<http://nces.ed.gov/surveys/pisa/>

### **Aligning Postsecondary Education and Workforce Strategies to Drive Attainment**

IHEP releases a new tactical guidebook on career supports for underserved students

In an effort to support community-based collaborations on postsecondary education and workforce alignment, the Institute for Higher Education Policy (IHEP) has developed a tactical guidebook explaining how some communities within the Community Partnerships for Attainment (CPA) network use cross-sector partnerships to develop career supports for today's students.

Future job market needs will require communities to take strides to develop a qualified, diverse workforce by creating more opportunities for underserved student populations who have not been afforded access to postsecondary education and early professional experience.

This guidebook was produced with support from Lumina Foundation.

**Tactical Guidebook:** <http://www.ihep.org/guidebook/workforcealignment>

### **Community Partnership for Attainment**

<http://www.ihep.org/>

### **MILLION WOMEN MENTORS REACHES 1,090,947 MENTOR PLEDGES!**

Ahead of its 4-year goal of reaching 1 million mentoring relationship pledges, Million Women Mentors (MWM) and STEMconnector® are proud to announce that as of December 1, 2016, MWM has registered 1,090,947 PLEDGES for mentor relationships. Leadership in MWM has increased the goal to 2 million by 2020. In response to these pledges, there have been over 650,000 completed STEM mentoring relationships counted. The MWM Movement has grown over the past three years by bringing together leaders throughout the country with the shared goal of attracting, developing and retaining more women in the STEM workforce through high-quality mentorships.....

[www.stemconnector.org](http://www.stemconnector.org)

### **Committing to More Adult Schools by 2020**

Over the last few months, staff of the Office of Career, Technical, and Adult Education (OCTAE) visited adult charter schools and schools for disconnected or opportunity youth in the D.C. area. We were inspired by the dedicated students, faculty, and staff and saw the need for more high-quality and adequately resourced adult and family charter schools, pilot schools, or other blended learning or hybrid schools for adults and opportunity youth in the United States. There are currently 36 million adults and 5.3 million disconnected or opportunity youth in the country who could benefit from access to such schools.....

<http://blog.ed.gov/2016/12/>

### **WEBINARS:**

Tuesday, January 10, **Work-Based Learning: Promoting a Well-Rounded Education for All Students** a College and Career Readiness and Success Center webinar from 2:00-3:15 p.m. (ET)

Work-based learning is a key element in the successful implementation of career pathways and the development of career readiness for students. In the provision of a well-rounded education under ESSA, and through other federal legislation including the Workforce Innovation and Opportunity Act and Carl D. Perkins Act, there is an opportunity for states and districts to leverage resources and align their efforts to support a variety of work-based learning models. During this webinar, participants will explore various work-based learning models, key principles for effective work-based learning, and how states can support work-based learning.

Presenters include:

Charlotte Cahill, Associate Director, Pathways to Prosperity, Jobs for the Future

Register:

<https://attendee.gotowebinar.com/register/2510186523966844420>

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### ***About the National Center for College and Career Transitions (NC3T)***

K-12 education and the adult workforce are inextricably linked; and, as even the most casual observer understands, we currently face real challenges on both fronts. **NC3T** was created to help educators, policymakers and community leaders design integrated college and career pathway systems that provide students with purpose and direction, and provide them the knowledge and skills they'll need to secure their futures and the futures of the communities in which they live.

If you're interested in connecting students to the workforce in some way, including through out-of-school initiatives, targeted in-school channels (CTE, academy models), or developing a comprehensive community-wide or regional strategy that all partners can get behind, please contact Hans Meeder ([hans@NC3T.com](mailto:hans@NC3T.com)) or Brett Pawlowski ([brett@NC3T.com](mailto:brett@NC3T.com)) to talk further.

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