

# ENGAGE. CONNECT.

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

February 2017

## Greetings!

Every January, Advance CTE and ACTE review CTE-related legislation passed in each state the previous year and offer up a summary of those actions. This year's report, "[State Policies Affecting CTE: 2016 Year in Review](#)," covers 139 policy actions that took place in 2016. The two organizations put these actions into categories, with the following categories seeing the greatest activity:

<u>Category</u>	<u>Number of States</u>
Funding	30
Industry Partnerships, WBL	28
Dual/concurrent enrollment, articulation, early college	21
Industry-recognized credentials	20
Data, reporting, accountability	18

Do you notice a theme? Three of the top five areas involve working with partners, either with industry or secondary/postsecondary. This was the case last year as well, although the mix was different (career guidance instead of industry-recognized credentials).

If you're in one of the many states with an eye on strengthening partner relationships, NC3T can help in the following ways:

- Practical resources: We have several hands-on guides to help you build partnerships, including The Employer Engagement Toolkit, books with all the forms you need for advisory boards and work-based learning, and even a self-assessment of your work-based learning practices. [Visit our bookstore](#) to learn more.
- Workshops: We do several workshops each year on employer engagement, including Building Strong and Sustainable Partnerships, Building and Managing Effective Advisory Boards, and Building a Strong Work-Based Learning Program. We also offer several Pathways-related workshops and keynotes.
- Personalized support: NC3T has worked with several school districts and state Departments of Education to structure industry engagement programs, host employer meetings and focus groups, and develop resources ranging from advisory committee handbooks to industry overview brochures.

If you'd like more information, please contact Brett Pawlowski at [Brett@NC3T.com](mailto:Brett@NC3T.com) or call 410-740-2006. And good luck building those relationships!

Best,

Brett

## The Pathways Sherpa

### [Using the Elevator Pitch to Bring Clarity to Your Pathways Initiative](#)

You've heard of the elevator pitch, right? It's the idea that when you get on an elevator, and someone asks you, "What do you do?" or "What are you working on?", etc., you have the length of an elevator ride (30 seconds to a minute) to explain what you do or what your idea is - in a way that makes sense to the listener.

This is far easier said than done; but it is incredibly important to do, especially if you want to explain your work around pathways and draw other people into the work with you.

Michael Hyatt, in his book "Platform. Get Noticed in a Noisy World" says that an elevator pitch should contain four components:



1. Your product name and category
2. The problem you are attempting to solve
3. Your proposed solution
4. The key benefit of your solution

I spent some time recently trying to explain the elevator pitch for my new book. Since the book is all about pathways and pathways system, essentially it's a pitch for the work around pathways. Here's the 30 second pitch for pathways that I came up with. [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

### [Work visits result in fewer young 'Neets'](#)

Young people who have regular contacts with employers while at school are much less likely to become so-called Neets - "not in education, employment or training", according to research. The findings, from the Education and Employers charity, suggest a long-term benefit of links with business. The research found if students had four or more contacts with employers before they left school they would be 86% less likely to become a Neet. On average, pupils had fewer than two such employer links while at school - which could be visits from employers, job shadowing or placements in the workplace.

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



### [Wanted: Factory Workers, Degree Required](#)

When the German engineering company Siemens Energy opened a gas turbine production plant in Charlotte, N.C., some 10,000 people showed up at a job fair for 800 positions. But fewer than 15 percent of the applicants were able to pass a reading, writing and math screening test geared toward a ninth-grade education. "In our factories, there's a computer about every 20 or 30 feet," said Eric Spiegel, who recently retired as president and chief executive of Siemens U.S.A. "People on the plant floor need to be much more skilled than they were in the past. There are no jobs for high school graduates at Siemens today."

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



### [New cafe is helping Fresno special education students - and serving good lattes](#)

The new coffee shop in downtown Fresno is aiming to teach valuable lessons to the students who work there - and the customers they serve. Kids Cafe 2019, which opened Monday at 2019 Mariposa Mall, serves up a variety of coffee drinks, as well as soups and sandwiches - and also works as a hands-on classroom for some of Fresno County's special education students. Pupils from the Fresno County Office of Education's adult transition program, which focuses on helping 18- to 22-year-olds become more independent, follow the lead of restaurant professionals at the cafe, handling everything from washing dishes and greeting customers to chopping vegetables and taking orders. About 25 students already have received their food-handling certification, and the Office of Education aims to get about half of the 140 students in the adult transition program certified.

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



### [Learners embed with local businesses](#)

American philosopher John Dewey once said, "Education is not preparation for life; education is life itself." Dewey, a strong proponent of progressive educational reform, believed that education should be based on the principle of learning through doing. While Dewey's hands-on approach has always been the foundation of career and technical education, his educational concept continues to evolve in many previously unforeseen ways. For example: In 2013, the Onondaga Cortland Madison Board of Cooperative Educational Services (OCM BOCES) brought hands-on learning to the next level by embedding some of its state-endorsed career and technical education (CTE) programs at local businesses.

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



### [High School Apprenticeships: A New Path to Prosperity](#)

It's no secret that the college degree has long been considered a path to success. It's also no secret that those who take that pathway are more often than not ending up in the mire of student debt - and struggling to get out. This dilemma has caused many to look elsewhere for alternatives to college, particularly apprenticeship or career and technical education. Unfortunately, these ideas are still so cutting edge, that many students must blaze the trail alone with relatively little direction and information. But individuals like Robert Luddy are seeking to change that. As a recent profile in a Philanthropy Roundtable report explains, Luddy has established a number of engineering career and technical education programs at various private high schools in North Carolina.

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



## Forms on File: Advisory Boards - All the forms needed to start and manage your CTE Advisory Board

Description: Advisory boards are an important element in creating quality CTE programs, but forming a board can be a daunting task. Forms on File: Advisory Boards gives you all the documents you need to start and operate an effective advisory board. You will find examples of invitations to join a board, bylaws for governing the board, and documents to help make meetings operate smoothly and efficiently. Each one is designed to be modified to meet your specific needs.

Price: \$19.95 plus \$3 shipping / options to pay via check or PO

Purchase your copy today through our [new NC3T Bookstore](#).



## 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:

### ESSA Thinkers Meeting Insights

A new ECS report

This special report summarizes big-picture ideas captured during Education Commission of the States' ESSA Thinkers Meeting and also provides state examples and additional resources.

Process is key to developing state plans, summarizes big-picture ideas captured during Education Commission of the States' ESSA Thinkers Meeting and also provides state examples and additional resources.

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

### Pay gap between college grads and everyone else at a record

By Christopher S. Rugaber, AP Economics Writer

The Economic Policy Institute has released new data which shows that college graduates are out earning high school graduates at a record level. No doubt this will fuel the ongoing debate over the value of a college degree. [RealClearEducation](#)

### The Fog of "College Readiness"

by CHESTER E. FINN, JR

Turning to higher education, does anyone really know what "college readiness" means and looks like? That's the thought-provoking question Checker Finn asks in a new piece for National Affairs. RCE

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

### Gainful Employment Data Unveiled

More than 800 career college programs, most of which are at for-profit colleges, have failed the debt-to-earnings metric under the Obama administration's gainful employment rule, the Education Department announced Monday. The programs, from which nearly 116,000 students graduated between 2010 and 2014, will eventually lose federal funding if they fail again in subsequent years. They will have to notify their current students about that possibility within the next 30 days.

Career college programs are judged under the rule based on the student loan debt of their graduates relative to the graduates' earnings. Programs whose debt-to-earnings rates fail or are in the warning zone for multiple years lose their access to federal financial aid programs such as Pell grants.

Ninety-eight percent of the failing programs were at for-profit colleges, department officials said. Colleges owned by Education Management Corporation appeared to fare among the worst: 124 programs failed at the Art Institutes, 31 programs at Sanford-Brown College, 15 programs at South University, and 13 programs at Argosy University. Other big for-profits on the list: five programs at Kaplan University, seven programs at the University of Phoenix, and three programs at DeVry University.

Graduate certificate programs at three top research universities were among the two percent of failing programs at private,

nonprofit universities. A Harvard University theater arts program, a University of Southern California music technology program, and a Johns Hopkins University music performance program all failed the debt-to-earnings metric under the rule. No community colleges were listed as failing. An additional 1,239 programs, which graduated more than 243,000 students, were placed on a warning status.

## Video: 5 Things to Know About America's New Education Law, the Every Student Succeeds Act

5 THINGS TO KNOW: As states begin revising their education policies in accordance with the Every Student Succeeds Act, a new 74 video offers a rapid-fire summary of what ESSA does and does not do, and how it differs from the No Child Left Behind Act. Our short explainer focuses on the five things you should know about the federal government's new education law...

Looking for a quick guide on how ESSA may affect your state's schools?

Here are the five top things to know:

1. ESSA reduces Washington's authority over school decisions and gives it back to the states and local districts.
2. States must still give standardized tests every year and report the results, including for specific groups like English-language learners.
3. ESSA requires states to have challenging academic standards, but Washington cannot dictate what those standards are.
4. School accountability systems must now include a non-academic measure, like chronic absenteeism, in addition to statistics like test scores and graduation rates.

<https://www.the74million.org/>

### Quality control in dual enrollment

by Chester E. Finn, Jr.

Dual enrollment is on a roll. Enabling high school students to take college courses for college credit while still enrolled in high school is intended by its advocates to help solve multiple problems that plague American education. These include:

- The boredom of high school students who have completed their requirements for graduation and are coasting as they wait for their diplomas.
- The desire of advanced students to pursue subjects that interest them in greater depth than their high school course offerings allow.
- The need for high school pupils to get a sense of what college classes are actually like.
- The inability of many school systems to afford, on their own, or offer a rich array of advanced courses.
- The yearning by many high school students to get a head start on college, save some time and money when they get there, and perhaps avoid dull entry-level courses.
- The push by policymakers to boost academic performance, get more kids into and through college and save some tax dollars by minimizing course duplication and, perhaps, student remediation.
- The appetite of colleges themselves to maximize enrollments and revenues, both by teaching some students who haven't yet matriculated and by recruiting more of those students to enroll via familiarity and course credit.

Note that almost all of these problems are addressed by the long-established Advanced Placement and International Baccalaureate programs,.....

<https://edexcellence.net/>

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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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