

ENGAGE. CONNECT.

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

June 2017

Greetings!

Summer is here! While many teachers are either already gone for the summer or quietly eyeing the door, most administrators at the school and district levels remain in their offices, enjoying a bit of quiet as they wind down the previous school year and prepare for the coming one.

If you're interested in creating an exceptional CTE or academy experience for students, however, it may be time to leave the quiet of the office behind and start visiting with your business partners. Many will also have a bit of a summertime lull, giving you an opportunity to have more in-depth conversations about their needs and yours, and take the time to review your past work together and engage in a more thoughtful approach to planning partnerships that meet your needs and theirs.



It's also an excellent opportunity to start talking with new partners, either by following up on your "wish list" of businesses you don't currently have relationships with, or by getting involved in local business groups like your Chamber of Commerce or any industry sector groups that meet in your city or region. Start attending meetings and committee sessions to introduce your program or school and learn who's at the table; you can also start planning now to host a meeting at your site in the fall, or plan some site tours and get the invitations out so they can reserve time on their schedules.

If you need some beach reading, swing by the [NC3T book store](#) to check out our practical and thought-provoking titles, covering pathways development, employer engagement and more. And if you're looking for assistance in implementing your plans for CTE program quality, pathways or partnerships as the school year starts, [let us know](#) - we'd be happy to tell you how we can help.

Best,

Brett

The Pathways Sherpa

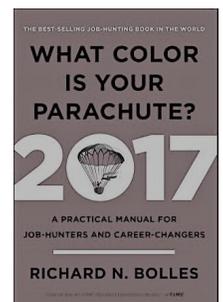
10 Tips from a 10 Million Seller

Are you one of 10 million people who bought a copy of the job hunting classic "What Color Is Your Parachute?" I am.

In fact, I just reread this book for the first time in more than 30 years. I was 23 years old when I first read "Parachute." At the time I was the classic case of a young person who graduated from college and then realized that what I had just majored in - electronic media - wasn't really something I wanted to do as a career. I was a young married man with a child so I really needed to work. I had a job at a conference center using some of my media skills, but doing a job that didn't really require my BA degree. More importantly, it had no future for me. I stepped back, looked through my career fog, and knew I had to completely re-start my career journey.

I really didn't know where to start, but fortunately my wife Lisa had met an interesting author a couple years earlier when she interned at a local daily news-lifestyle show. His name was Richard Bolles and he was the author of the "Parachute" job-hunting book. She told me about it, so I found a copy of the Parachute at the local bookstore and started devouring it.

[Read more.](#)



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

NEW- Engage.Connect Webcast Series

NC3T began conducting a series of webcasts highlighting important innovations in education relating to the pathways movement. To ease the burden of a busy schedule, you can view/listen to these webcasts anytime day or night!

Title: EcO Part I, Attainment Network

Description:

In this edition of Engage. Connect., Stephanie Weber and Kathy Huffman of EcO Network joins NC3T president, Hans Meeder to discuss the many ways their organization has helped create a regional system of life-long learning connecting the residents of ten counties within rural Southeast Indiana to better economic opportunities through education.

In part I, Kathy Huffman, EcO Network Manager, Attainment presents an overview of how the Attainment Network of EcO supports efforts to 'significantly increase the high school graduation rate, postsecondary attainment rate, and the percentage of adults possessing a high school diploma and ensures alignment of successful students with career opportunities in the key economic industries.' The EcO Attainment Network was launched through the Lumina Community Partnership for Attainment.

[Watch this webcast here.](#)

Title: EcO Part II, Manufacturing Network

Description:

In this edition of Engage. Connect., Stephanie Weber and Kathy Huffman of EcO Network joins NC3T president, Hans Meeder to discuss the many ways their organization has helped create a regional system of life-long learning connecting the residents of ten counties within rural Southeast Indiana to better economic opportunities through education.

In part II of this webcast, Stephanie Weber, EcO Regional Director, Manufacturing Network shares how this division brings educators, advanced manufacturing leaders, community leaders together to create career opportunities and education programs to support students gain the skills required to fill well paying occupations.

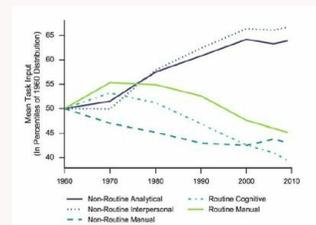
[Watch this webcast here.](#)

FYI - Information You Can Use

[Career Education Needs New Supports, Skill Focus, National Report Says](#)

The skills needed for technical careers have changed significantly, and school and adult education programs need to do more to support evolving technical education, according to a mammoth new report on career education by the National Academies of Sciences, Engineering, and Medicine. The group hopes to inform the debate over the future of career education; the report comes as the House education committee members unanimously voted to approve a new federal career education bill. The bipartisan Strengthening Career and Technical Education for the 21st Century Act is intended to give states more flexibility to target career-education grants to their local labor needs. It now moves to the full House. "If our nation does not adequately develop and sustain its skilled technical workforce, the consequences will be seen in lower productivity, fewer job opportunities, and a lower standard of living for Americans," said Jeff Bingaman, the chair of the National Academies committee that wrote the report and a former U.S. senator from New Mexico, in a statement.

<http://blogs.edweek.org/>



[As Graduates Obsess About Jobs, Colleges Cut Spending on Career Services](#)

Megan Ruby may still be in only her first year at Thomas College, majoring in business management, but she's further along toward a career than many seniors who are graduating this spring from other campuses. Ruby has already repeatedly met with career counselors, learned how to polish her resume, and used some of her newly acquired professional development skills when she interviewed in person for a summer job at a bank. Surprisingly tenacious for a freshman about what she plans to do for a living - run her own company selling fitness products - Ruby has another reason for spending so much time at the career center: She agreed to, in a contract, in exchange for which Thomas guarantees she'll get a job in her field or it will pay her federal loans or give her graduate classes, free, until she does.

<http://hechingerreport.org/>



[How We Can Use Apprenticeships to Fill Jobs and Boost the Economy](#)

When Americans hear the term "apprentice," they probably don't picture a young woman installing and configuring hardware and software, training end users in a new computer system, or conducting complex cost-benefit analyses of emerging technologies with an eye towards improving the company's productivity. They almost certainly don't picture her doing all this at - of all places - a bank. But this is exactly what JPMorgan Chase's new class of technology apprentices is doing at the firm's technology hub in Houston, Texas. While the concept of apprenticeship - paid work experience that incorporates both on-the-job and classroom-based learning - has been around for centuries, it is only in recent years that American companies have started to embrace the model in occupations and sectors outside of the traditional skilled trades.



<http://thehill.com/blogs/>

Should Schools Test the 'Career' Half of 'College and Career'?

As states move to adopt college- and career-ready accountability systems under the Every Student Succeeds Act, many educators and researchers argue that assessments will not be able to adequately measure the "career" part of that equation. "Over the years, we've built tests that measure better and better whether a student will be able to get at least a C in their first year of college-but they explain almost nothing about whether a student will succeed in an occupation," said Anthony Carnevale, the director of Georgetown University's Center on Education and the Workforce.



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

Makers Movement Changes the Educational Landscape

In Texas, a 13-year-old boy built a robot that could rescue victims of natural disasters. In Georgia, a 15-year-old girl developed a device that alerts parents who have left their child in the car. And in California, a 13-year-old boy created a Braille printer that would be almost six times cheaper than the currently available model. Young people aren't just the future. They're the present, innovating and creatively solving problems in a range of fields. Students across the country, from every background, have the ability to build new products that could change lives around the world. That's what educators at the forefront of the "Maker movement" believe.



Leaders of this initiative are changing the American educational landscape by engaging kids in discovery-based learning from a young age, encouraging them to learn not just by watching, but by doing - to not only consume, but also create.

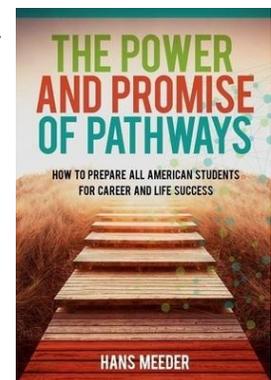
<https://www.usnews.com/>

Featured June Publication

The Power and Promise of Pathways

College and career pathways engage students in dynamic learning while preparing them for success in postsecondary education and training, careers, and life. The Power and Promise of Pathways, written by Hans Meeder of the National Center for College and Career Transitions, offers both the information and action needed to lead an effective pathways initiative in schools, colleges, and/or communities. Using cutting-edge research and real-life examples, Mr. Meeder explores:

- The value in developing and utilizing a clear definition of college, career, and life readiness for youth and adult learners
- A step-by-step approach to build a sustainable pathway system
- A career exploration system that significantly impacts the way students and their parents plan for postsecondary education and careers
- Workforce trends and analysis, examining where the U.S. workforce is headed and identifying the sectors likely to experience growth
- Key elements of effective and dynamic teaching within a pathways system
- The ways in which current school and college initiatives may be integrated into the pathways system



About the Author: Hans Meeder is co-founder and president of the National Center for College and Career Transitions, or NC3T, an organization providing coaching and technical assistance for schools and communities that are planning and implementing college and career pathways. Mr. Meeder is a former Deputy Assistant Secretary at the U.S. Department of Education and a nationally recognized expert, speaker, and author focusing on pathways, high school reform, career technical education, and STEM.

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:

FRITZWIRE POSTS:

[Investing in What it Takes to Move From Good to Great](#)

Exemplary Educators Identify Their Most Important Learning Experiences
by Center on Great Teachers and Leaders

How can leaders and policymakers ensure they are making smart investments in teacher development? States distribute substantial funding for professional development and school improvement efforts every year, yet teachers often report that these funds could be better spent on professional learning that really moves the needle on their effectiveness. Listening to exemplary teachers' perspectives on what these more promising approaches to teacher professional learning entail can offer a way forward.

Investing in What it Takes to Move from Good to Great offers timely information to ensure limited resources are used wisely to support teachers across the career continuum. Based on findings from a survey of over 5000 National Board Certified Teachers, this report builds on two previous studies highlighting the perspectives of national and state Teachers of the Year. Education leaders and policy makers can use this information to make smart investments in teacher support and development that may be more likely to improve teaching and learning in the long run.

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

[Infographic | Academic and Social Supports Matter for College Readiness](#)

By Mary Ryerse

Of today's high school graduates, data shows many are inadequately prepared for college. College-ready transcripts and college enrollment numbers are declining. College remediation rates are high and remediation often correlates with failing to persist through college.

In our newest infographic, Academic and Social Supports Matter: Preparing Students for College, Career and Life Readiness, we outline the national state of underpreparedness and highlight a specific successful outcome of the AVID program, an academic and social support program that impacts schools on both academic and cultural levels. Infographic:
<http://www.gettingsmart.com/>

Through the implementation of the AVID program in 26 schools in the state of Washington (funded by College Spark Washington through the College Readiness Initiative), negative readiness trends are being offset. Over the past 8 years since the grant started, AVID students show progress in areas such as aspiring to go to college and graduating with college ready transcripts.

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

[Career and Technical Ed Should be 'Plan A.'](#) Foxx Says as House Takes Up Perkins Bill Today

Foxx's remarks at AEI were made on Tuesday and the mark up took place on Wednesday
by Cardyn Phenicie

The stigma and challenges surrounding career and technical education are personal for U.S. Rep. Virginia Foxx. Foxx's brother, Butch, eight years her junior, didn't want to go to college but was afraid of disappointing his family, Foxx said during a speech Tuesday at the American Enterprise Institute. She ended up helping set up a training program, and Foxx's brother, along with a few others, graduated with a journeyman's license in carpentry, leading to a successful career.

"I want folks to know that even though you can get a degree, you may not be a success, but many people who don't have degrees don't feel successful, and that's not a good thing in our culture," said Foxx, a North Carolina Republican and chair of the House Education and the Workforce Committee.

Foxx's Education and the Workforce Committee will mark up a reauthorization of the Perkins Act, the primary federal program governing career and technical education, Wednesday. The federal government spends about \$1.1 billion annually on grants to support CTE programs.....

CTE programs are helping countless Americans acquire the knowledge and skills they need to build fulfilling careers, Foxx said. Nearly 53 percent of public high school students graduated with at least three CTE credits in 2009, the latest year for which numbers were available, and some 22 million undergraduates were enrolled in some kind of post-high school career or technical education program in 2011-12, according to the National Center for Education Statistics.....

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

The Future of Jobs and Jobs Training

As robots, automation and artificial intelligence perform more tasks and there is massive disruption of jobs, experts say a wider array of education and skills-building programs will be created to meet new demands. There are two uncertainties: Will well-prepared workers be able to keep up in the race with AI tools? And will market capitalism survive?

by Lee Rainie and Janna Anderson

Machines are eating humans' jobs talents. And it's not just about jobs that are repetitive and low-skill. Automation, robotics, algorithms and artificial intelligence (AI) in recent times have shown they can do equal or sometimes even better work than humans who are dermatologists, insurance claims adjusters, lawyers, seismic testers in oil fields, sports journalists and financial reporters, crew members on guided-missile destroyers, hiring managers, psychological testers, retail salespeople, and border patrol agents. Moreover, there is growing anxiety that technology developments on the near horizon will crush the jobs of the millions who drive cars and trucks, analyze medical tests and data, perform middle management chores, dispense medicine, trade stocks and evaluate markets, fight on battlefields, perform government functions, and even replace those who program software - that is, the creators of algorithms..... Whiteboard Advisors

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

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) or Brett Pawlowski (brett@NC3T.com) to talk further.

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