

ENGAGE. CONNECT.

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

July 2017

Greetings!

One thing that surprises people about NC3T is that we're really bad self-promoters. We like to talk about what's happening in the field and what others are doing, but we rarely talk or brag about ourselves. (Which is a really bad trait when you've got a small business to run!)

But this month I'd like to brag about the work that Hans Meeder has been doing to highlight effective practices and the sound principles of pathways development. He's made a real effort here, and - due again to our lack of self-promotional efforts - I don't know that we've done a good enough job of letting people know it.

I'll start by mentioning his Pathways Sherpa blog, at <http://www.pathwayssherpa.com>. Here you can find weekly insights into building effective Pathways systems, based on his years of experience and his travels around the country looking at strong Pathways programs. (Pro tip: Sign up to receive regular blog updates and get a free copy of the first chapter of his new Pathways book!)

In addition to his blog, he's been recording a series of webcasts and interviews that you might be interested in. So far, they include:



- **[Taking Workplace Learning to Scale: An Internship Strategy](#)** - Hans Meeder, President of NC3T, talks with Dr. Lazaro Lopez and Mr. Daniel Weidner of Illinois High School District 214 about their approach to creating a high quality, scalable internship program to support their students with pathways into careers upon graduation.
- **[STEM and CTE: Shared Pathways to Success](#)** - In this webcast we learn about the very important work and research of Dr. Claus von Zastrow and Change the Equation. The organization works at the intersection of business and education to ensure that all students are STEM literate by collaborating with schools, communities, and states to adopt and implement excellent STEM policies and programs.
- **[EcO Part I, Attainment Network](#)** - 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.
- **[EcO Part II, Manufacturing Network](#)** - 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.

I hope you'll take a few minutes to look at the work Hans is doing to support Pathways programs - I know for him it's a labor of love, and for you it's a tremendous (and free!) source of support.

Best,

Brett

Have you read the latest posts from The Pathways Sherpa Blog? Hans shares his research and insights on building strong students and pathway systems. Read July's featured blog post.

Does it Really Matter If Students "Feel" Connected at School?

In my research for writing "The Power and Promise of Pathways," I kept stumbling on the term "student engagement." I was very familiar with some disturbing findings from the Gallup Student Poll that showed how students become increasingly disengaged the further they progress in school. At the elementary school level, 76% of children are engaged with school; at the middle school level, engagement declines to 61%, and by the time a teen is well into the high school experience, their engagement has fallen to just 44 percent! [i] Is it any wonder how hard it is to raise student achievement when fewer than 50 out of every 100 high school students feel connected to their education? Read the full post [here](#).



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

Who's responsible for workforce training?

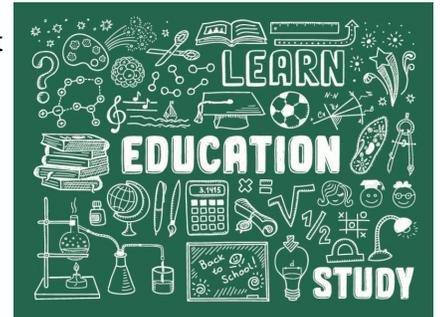
One of the most important and challenging questions related to preparing people for the workforce is, "Who's actually responsible?" When it comes to K-12 education, for more than 150 years, there's been widespread agreement that the public (i.e. the government in some form) has a large obligation. We have a collective interest in seeing to it that all kids learn basic skills, essential content, citizenship, and so forth. This consensus (about the government's interest) doesn't end the discussion—there are still important questions about the authority of families, about which level of government should predominate, and, most interestingly, about which organizations should operate schools. But the agreement on a substantial state role enables the conversation to get started and make progress.

<http://www.aei.org/publication/whos-responsible-for-workforce-training/>

Survey Explores How Tech Will Shape the Workforce for Upcoming Graduates

As more cutting-edge technology is introduced, the job markets - and the universities that prepare future workers - will need to adapt to the changes it will bring about. A recent Pew Research Center survey found that about 70 percent of respondents (tech industry experts and higher education thought leaders alike) say that new educational and training programs will need to emerge to successfully prepare large numbers of employees for the new skills they'll need. The study explored what kinds of technology can be used to provide this preparation, how artificial intelligence and machine learning will impact the workforce and how fast they believe society can adapt.

<https://edtechmagazine.com/higher/article/2017/06/survey-explores-how-tech-will-shape-workforce-upcoming-graduates>



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. "The whole impetus by states and the feds, and all of the discussion, has been around college readiness and what skills were needed for that. College- and career-readiness is used almost interchangeably to cover everyone, but there is a paucity of evidence that those assessments bear any relation to careers, and they're at a level of abstraction that means there's often very little utility" in using the results to gauge a student's likelihood of success in the workplace, as opposed to the academic field, said Wayne Camara, the senior vice president of research at ACT.

<http://www.edweek.org/ew/articles/2017/05/24/should-schools-test-the-career-half-of.html?cmp=eml-enl-eu-news1>

Opportunities for Connecting Secondary CTE Students and Apprenticeship Programs

By integrating classroom instruction and hands-on learning, both apprenticeships and Career Technical Education (CTE) can enhance the high school experience and better prepare learners for future career success. Not to mention, secondary apprenticeships equip students with skills in high-demand career pathways, helping to strengthen the talent pool and close critical skills gaps. This report, commissioned by the U.S. Department of Education and prepared by Advance CTE with support from Jobs for the Future, Vivayic and RTI International, profiles eight secondary apprenticeship programs to identify strategies to connect CTE with apprenticeship programs. The report classifies each program as either an apprenticeship, youth apprenticeship or pre-apprenticeship and maps each by the degree of instructional alignment and program articulation. To help state and local policymakers learn from promising practices in each of the profiled sites, the report outlines key takeaways and recommendations for program design, program effectiveness, student-parent engagement and communications, financing, and equity and access.

Pressing Our Advantage: Community Colleges

Unexpectedly, community colleges actually seem to be in a pretty good place right now. I say "unexpectedly" because I had just about concluded that the community-college movement, which began in earnest in the 1960s, had entered its final phase and that comprehensive community colleges would eventually become all but extinct. Evidence to support that belief abounded - including frequent criticisms in the media of our low-graduation rates and public denigration of community colleges by those who ought to know better. Add to that the national trend of two-year institutions attempting to morph into something "more," whether by offering one or two bachelor's degrees or simply dropping the word "community" from their name. Now, however, it seems that community colleges are once again on the upswing.



<http://www.chronicle.com/article/Pressing-Our-Advantage/240401>

Featured July Publication

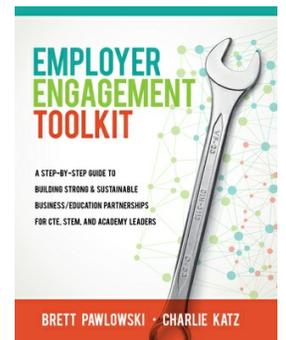
The Employer Engagement Toolkit

Build strong and sustainable industry partnerships with the Employer Engagement Toolkit - a new publication from NC3T! If you're interested in building effective relationships with your industry partners - relationships that produce real benefits for students, staff, and partners - you'll want a copy of the Employer Engagement Toolkit, a new hands-on workbook from the National Center for College and Career Transitions.

Written by Brett Pawlowski, Executive Vice President of NC3T, and Charlie Katz, President of Charlie Katz Consulting and former Director of Corporate Engagement with the National Academy Foundation, the Employer Engagement Toolkit is a complete guide to finding partners and making them a part of your program.

Sections include:

- Essentials of Partnerships- Foundational information on partnerships, including what are partnerships; how students, staff, and businesses benefit; and how to identify the assets needed to fuel partnerships
- How to Work with Partners- An introduction to the nine different models you can consider when building relationships with your partners
- How to Recruit Partners - How to find the partners you need, how to connect with them, and how to engage them in your program
- Measuring Partnership Outcomes - Design an effective measurement/evaluation model to track outcomes for your partnerships
- Sustainability: Engaging Partners for the Long Haul - Your best partners are those who come back year after year; find out how to boost long-term involvement
- Deep Dive: Advisory Boards - An in-depth review covering how to set up and run an effective advisory board
- EET Case Files - Fifteen case studies showcasing different partnership models in action



About the Author: Brett Pawlowski is the co-founder of NC3T and Executive Vice President. He is published widely on the topic of business/ education engagement and has worked with businesses, nonprofits, and others on building effective education engagement programs.

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

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

From Fritzwire:

FRITZWIRE POSTS:

Who's responsible for workforce training?

By Andy Smarick



One of the most important and challenging questions related to preparing people for the workforce is, "Who's actually responsible?" When it comes to K-12 education, for more than 150 years, there's been widespread agreement that the public (i.e. the government in some form) has a large obligation. We have a collective interest in seeing to it that all kids learn basic skills, essential content, citizenship, and so forth. This consensus (about the government's interest) doesn't end the discussion-there are still important questions about the authority of families, about which level of government should predominate, and, most interestingly, about which organizations should operate schools. But the agreement on a substantial state role enables the conversation to get started and make

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By Meghan Bogardus Cortez

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

By Sarah D. Sparks

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. "The whole impetus by states and the feds, and all of the discussion, has been around college readiness and what skills were needed for that. College- and career-readiness is used almost interchangeably to cover everyone, but there is a paucity of evidence that those assessments bear any relation to careers, and they're at a level of abstraction that means there's often very little utility" in using the results to gauge a student's likelihood of success in the workplace, as opposed to the academic field, said Wayne Camara, the senior vice president of research at ACT.



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Via CareerTech.org

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<https://careertech.org/resource/connecting-secondary-cte-and-apprenticeships>

Pressing Our Advantage: Community Colleges

By Rob Jenkins

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<http://www.chronicle.com/article/Pressing-Our-Advantage/240401>

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.

National Center for College and Career Transitions (NC3T)
Columbia, MD
www.NC3T.com



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