

ENGAGE. CONNECT.

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

November 7, 2019

Greetings!

If you're planning to attend this year's [ACTE VISION conference](#), it's not too early to start planning your schedule. We hope you'll find time to see us at the conference during the following activities:

Wednesday, December 4

- Brett will be participating in the High Quality Work-Based Learning pre-conference session from 1-5pm

Thursday, December 5

- NC3T will be at booth 335 in the exhibit hall, which will be open between 10am-5:30pm
- Hans will be hosting an exhibitor workshop on the new NC3T pathways design suite tools, as well as the CareerSmart Classrooms system, at 1pm
- Brett will be hosting a session on "Energizing Your Advisory Board" at 2pm

Friday, December 5

- NC3T will again be at booth 335 in the exhibit hall, which will be open between 9am-3pm
- Brett will be hosting an exhibitor workshop on Seamless WBL at 1pm
- Hans will be hosting a session on "How to Bring Career Relevance into the Academic Classroom " at 4:30pm

See you in Anaheim!

Brett

The CCL In.Sight Blog

Have you read the latest posts from [The CCL In.Sight Blog](#)? Hans and Brett share thoughts and information on Career Connected Learning. Read a recent blog post:

Work-based Learning for Rural Sites

I've been spending a lot of time over the past few months focused on the challenge of introducing work-based learning in rural sites. It's a difficult issue for a lot of schools: How do you connect students to employers when there are so few businesses in your area?

There are, fortunately, a few strategies that can help. Consider the following:

Get creative

When there are only a handful of businesses available to you, you need to start thinking about different ways in which you can connect students. A student who wants to do marketing might not be able to find a standalone marketing or digital advertising agency, but every company needs marketing; you just have to find one that will give your students a chance. The oil change place might allow a student to handle their social media marketing work or do a branding redesign, for example. Your IT student might be able to help a business - any local business - create an app, strengthen security, or review their current use of technology and make recommendations for cost savings or productivity enhancements.



[Read the full post here.](#)

And remember, if you want to receive these blog posts as they're published, just [subscribe to the blog](#) and we'll do the rest!

Manage Work-Based Learning Across Your School or District

Interested in finding new partners, managing your work-based learning initiatives, running your advisory boards, and having access to real-time reporting on work-based learning? Join us for a walkthrough of **Seamless WBL** to see how we can help you with the following:



- Help educators find and manage partners
- Set up and manage work-based learning activities ranging from guest speakers to apprenticeships
- Run your advisory boards, including setting up meetings and providing members with a document library
- Provide employers and students with dedicated portals to view work-based learning activities and download and upload materials
- Run reports on work-based learning activity by educator, school, district, partner, or students

And we have even more exciting features in the works for our Phase 3 release in December!

If you'd like to learn more, there are several sessions available in November for a brief online walkthrough. **Register for one of these sessions here**, or visit the **Seamless WBL website** to get information on features and pricing.

FYI - Information You Can Use

3 ways to expand higher education opportunities for rural students

The researchers zeroed in on four rural communities working to increase degree attainment: Shasta County, in Northern California; Texas' Rio Grande Valley region; Elkhart County, in northern Indiana; and Columbus, in southeast Indiana. The Lumina Foundation has designated all four regions as Talent Hubs, which receive grants from the organization to support local efforts to increase degree attainment among college-aged, stopped-out and adult students. Each area has faced unique challenges in achieving their goals. For example, Shasta County has only two community colleges and no four-year universities, contributing to the low attainment and high college dropout rate in the region, according to the report. To remedy those issues, Shasta College launched its Accelerated College Education (ACE) program, which allows students to complete an associate degree faster, in the evenings and online. So far, the program has proven successful, with participants persisting and completing their degrees at higher rates than other Shasta students.



Full article: <https://www.educationdive.com/>

Can an Apprenticeship Network Fill US Skills Gap?

For as long as I have been interviewing companies about using apprenticeships to help close the skill gap, the discussion invariably includes the question of adapting the successful German model to the U.S. workforce. This very topic was the subject of a recent conference, The International Skills Conference, hosted by the German American Chambers of Commerce, and held in Atlanta on Sept. 25. The conference brought together champions in apprenticeship programs, modeled after the German system, with businesses, regional and state leaders who are interested in solutions for small and middle-sized employers in order to fill the 2.4 million jobs in advanced manufacturing that will be needed by 2030. Dr. Johann Fortwengel, who is a senior lecturer in International Management, King's Business School, King's College London, spoke at the conference on his research in which he studied the pros and cons of collaborating with other organizations to offer apprenticeships in a network, and how this collaboration can be managed for improved efficiency. His research found that as it's both costly and complex for firms to run their own apprentice programs increasingly firms are interested in collaborating with each other and partners like community colleges to create apprentice schemes.



Full article: <https://www.industryweek.com/>

A Certificate, Then a Degree

There's plenty of high-profile concern and handwringing about college debt in the United States, with some aspiring presidential candidates offering dueling proposals to cancel all \$1.5 trillion in outstanding student-loan obligations. But the far bigger problem affecting college-goers in America is a completion crisis. Far too many students who attend college do not graduate. More than 40 percent of all first-time, full-time college students in the United States fail to graduate from four-year programs within six years. If they are in the top income quartile, they are more likely to graduate-the rate is 62 percent. But that still means more than one third of relatively well-off students do not graduate. And it is worse for individuals in the bottom income quartile. The graduation rate for these students is a catastrophic 13 percent. The U.S. education system has made progress in getting more students through the enrollment door. But students are stumbling in frightening numbers on the path to a college degree. One promising strategy to combat the completion crisis is to flip the script and make sure students earn a meaningful, job-ready certificate in the first semester or year of college. This gives them immediate value in the labor market-and, counterintuitively perhaps, a greater likelihood of eventually earning a degree.



Full article: <https://www.educationnext.org/>

How this Baltimore charter school puts kids in charge of their futures

Every day begins with a prayer in the home of Nicole McClinton Wilks and her two children, Amanda and Jordan Westbrook. McClinton Wilks, a single mom who works as a security guard and has to leave early for work, worries about Amanda's safety on her morning commute through the surrounding neighborhoods. But she's relieved when Amanda arrives at her destination, an educational oasis in the heart of West Baltimore. Amanda, who is 17, is a senior at the Green Street Academy, a 6th-through-12th-grade charter school started in 2010 that currently has about 850 students. In many ways, it's a typical school, with courses like science and Spanish. But there's a lot about Green Street that's not typical for an urban school. Students here are exposed to a wide range of opportunities to explore and learn outside of the classroom. On a recent afternoon, Amanda and her classmates tended to a flock of well-loved chickens on the eight-acre farm behind the school.

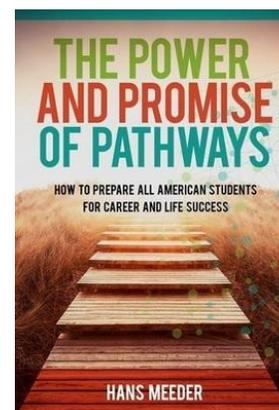
Full article: <https://www.pbs.org/newshour/>



Featured 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 the NC3T Bookstore.](#)

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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