



NATIONAL ALLIANCE OF  
**CONCURRENT ENROLLMENT**  
PARTNERSHIPS

# **NACEP Webinar**

**July 10, 2018**

*advancing quality college courses for high school students*



# Education and Industry Partnerships

Building and Sustaining Relationship Through Multidirectional Value

NACEP Webinar  
July 10th 12PM EST

# Welcome

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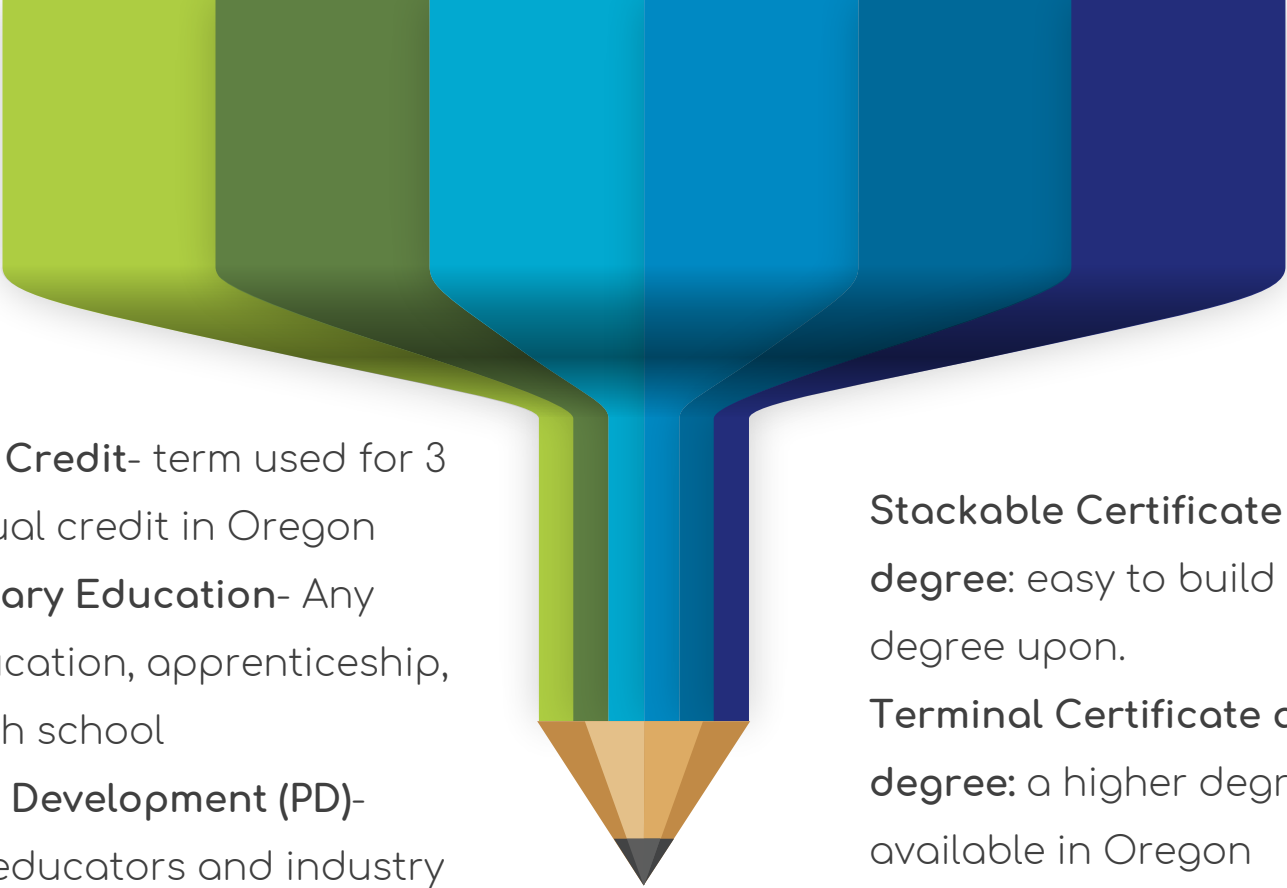
Outreach

Associated General Contractors- Columbia Division

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# Objectives for Today





**Accelerated Credit-** term used for 3 models of dual credit in Oregon

**Post Secondary Education-** Any training, education, apprenticeship, ect. after high school

**Professional Development (PD)-** training for educators and industry

**Stackable Certificate and AAS degree:** easy to build a higher degree upon.

**Terminal Certificate and AAS degree:** a higher degree is not available in Oregon

## **Operational Definitions**

Oregon specific and other terms to know

**Students need information about their options. Students that are able to identify what kind of work they want to do to earn a living are in better positions to:**

- Choose the right post-secondary path
- Find relevance in their high school course work
- Make more accurate high school course selections
- Persist towards their goal



# What is multidirectional value?

Value for multiple partners in the work that they are doing together to reach a common goal.



Taking a



look at current  
practices





**We know that sometimes what we think are great opportunities are not as engaging for others:**



# Confronting Assumptions: Educators

Teachers know the relevance of the core subject they teach for careers.

Teachers are able to look at student strengths and help them find a career.

When students connect with an industry partner, and a career path, teachers will be able to mentor them and help them stay connected and show students how their coursework is connected to their career.



WRONG

# Confronting Assumptions: Industry

Industry knows how to support teachers.

Industry professionals know what we mean when we ask them to bring a hands on activity.

Industry knows how to showcase their company, in a way that students can see themselves becoming a part of their industry.



WRONG

# Confronting Assumptions: Community

The community/ parents knows all of the resources available.

The community/ parents understands the changes going on in the world of work.

The community/parents are able to look at student strengths and help them find a career and a meaningful pathway to get them there.

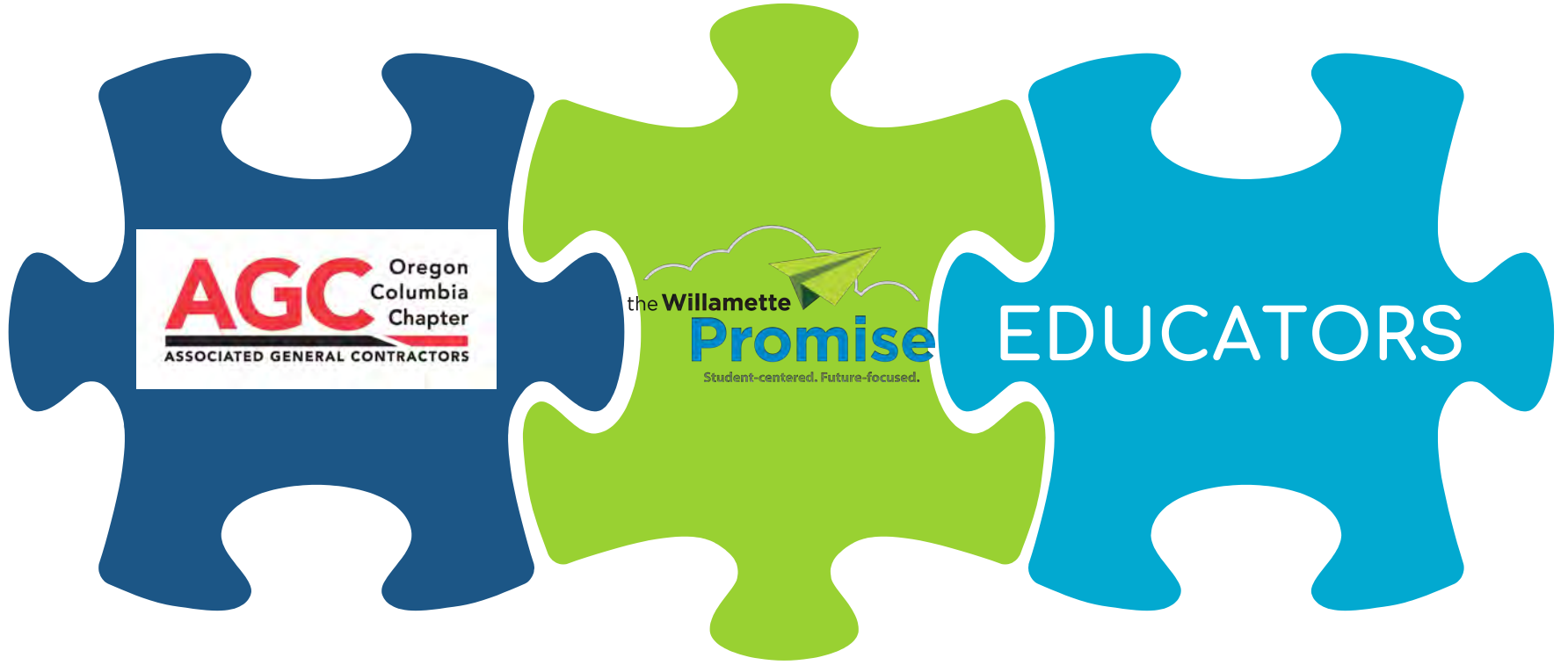


WRONG

# Confronting Assumptions



# Connecting Workforce and Educators

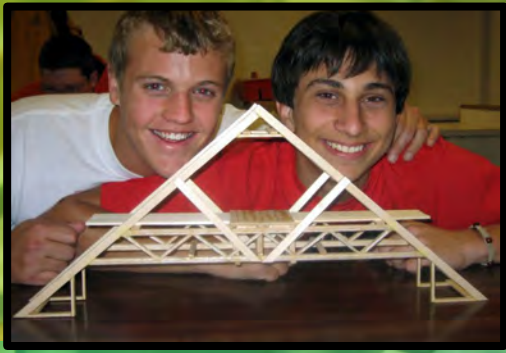






## **Step 1: Find a Willing Partner and Understand What they Need**





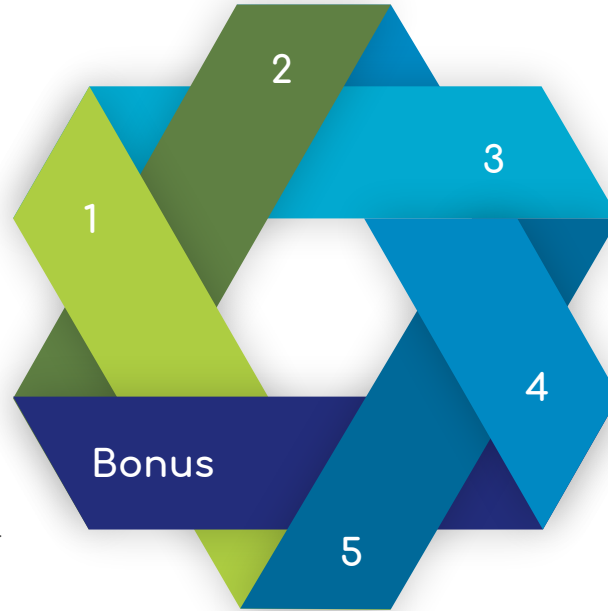
**Step 2: Find Educators  
and Understand What  
they Need**

## **Step 3: Break Open the Industry**



# Step 4: Regional Application- Making the Work Scalable and Relevant

- 1 Orientation/ Safety/ Apprenticeships
- 2 Project Management (jobsite tours)
- 3 Back Office/ HR/ Other Jobs (tours)



- 4 Highway Roadwork/ Community College Certificates and Degrees
- 5 University Programs and Research
- Bonus Local Shadow and Explore

# Multi-directional Impact

*through partnerships*



**K12** ↔ **Industry**

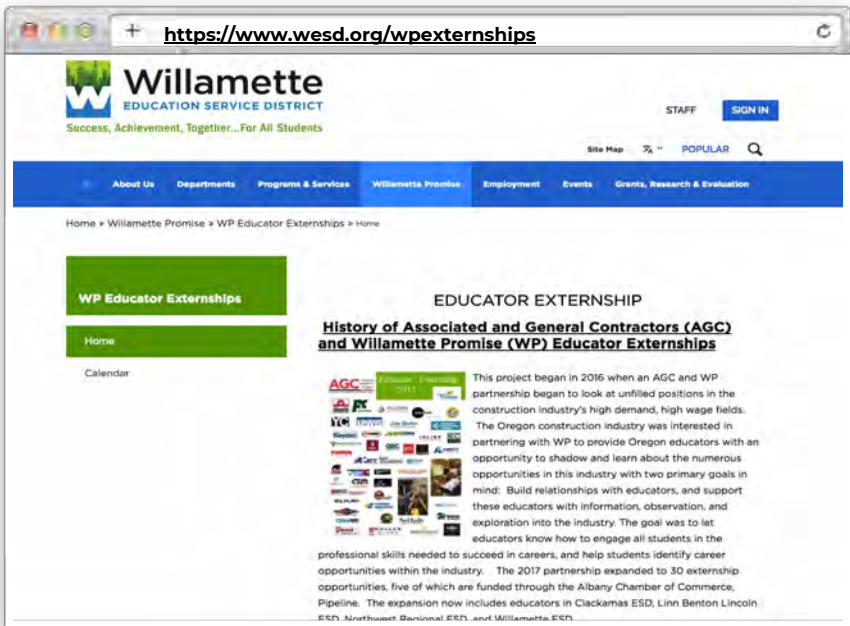




# Next Steps:

- Find a Champion
- Network
- Connect with Schools
- Connect with the Community





<https://www.wesd.org/wpexternships>



## Remember:

- Hear everyone's voice
- Think outside the box
- Keep students in the center

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**Future NACEP Webinars and Events:**

**July 26:** Best Practices for Managing a Concurrent Enrollment Program Live Panel.

**August 2:** JFF/NACEP Workshop-Powerful Partnerships in Dual Enrollment (Providence, RI)

**August 6-7:** Summer Accreditation Institute, (Madison, WI)

**September 5:** NACEP Webinar on Impact of Course Delivery Mode and Location on Course Success

