

PENNSYLVANIA CTE *Best Practices Initiative*

Implementation Guide for “Establishing and Sustaining Business/Industry Partnerships”

Developed by the Professional Learning Community (PLC) on:
“Education Partnerships”



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Section One: Overview of Professional Learning Communities and Business/Industry Partnerships

A. Introduction

To help expand and sustain the implementation of the strategies identified through the *Pennsylvania CTE Best Practices Initiative*¹ (BPI), the Bureau of Career and Technical Education (BCTE) and Meeder Consulting initiated five virtual Professional Learning Communities (PLCs) in 2011. Through these PLCs, administrators and other designated teacher-leaders from throughout the Commonwealth met virtually for six months to focus activity and learning around one of five overarching strategies identified in the BPI.

To further sustain collaboration and peer-to-peer learning, each PLC developed an Implementation Guide on a particular strategy element. These guides are intended to serve as practical, step-by-step resources for CTE leaders and stakeholders throughout the Commonwealth as they evaluate how to improve school and student performance.

The material presented in this guide, collected and edited by consultants from Meeder Consulting, draws upon the collective professional experience and knowledge of the Instructional Support and Guidance PLC members as presented during PLC meetings and in online discussion forums. The guide captures the information and considerations that PLC members identified as being key enrollment and recruitment strategies.

B. Overview of Business/Industry Partnerships

Although there are many potential stakeholder groups with which to form educational partnerships, the PLC chose to focus its discussions primarily on partnerships between CTCs and the local business and industry community. Over the course of the PLC meetings, members identified and discussed a wide range of examples, considerations and procedures related to developing these partnerships, such as building awareness of CTE within the local business and industry community and engaging business and industry in meaningful partnerships.

¹ In 2010, the Pennsylvania Department of Education's Bureau of Career and Technical Education (BCTE), with the support of the Meeder Consulting Group, launched the Pennsylvania CTE Best Practices Initiative. After conducting site visits and phone interviews with CTCs across Pennsylvania, Meeder Consulting documented 13 strategies used by CTCs to create standards aligned systems and to support those systems with people, processes and partnerships. All of these strategies are discussed in detail in case studies and profiles available on the BCTE website.

PLC members identified the following “must have” elements that, in their collective professional experience, are essential factors in the success of business/industry partnerships. These elements are discussed in greater detail in Section Two:

- Understand the business/industry environment and be responsive to input.
It is important for CTCs to assess and understand local and regional employer needs related to job skills and academics. This analysis should include information about the current and future hiring needs of businesses located within 100 miles of the CTC. PLC members also emphasized the importance of being responsive and flexible to input from business/industry partners.
- Establish a presence in the business/industry community.
Outreach is a key step to building awareness of the CTC. In the words of one member, “We can’t wait for businesses to come to us. We need to reach out to them by visiting them and attending their meetings.”
- Identify needs of the CTC.
After a CTC assesses its needs, it should seek out partnerships with business and industry groups that have the resources to help address those needs. To assist CTCs with compiling their needs, there is a list of both long-term and one-time partnering opportunities included in Section Two of this report.
- Communicate benefits to business/industry.
Helping businesses to observe the benefits of their contributions is important for developing and sustaining partnerships. The outcome-driven model of businesses makes it important that CTCs highlight exactly how businesses benefit from their partnerships with the CTC and that the businesses be aware of what the CTC is giving back to business. In addition, CTCs should share information and results data that shows the impact that the partnership is making on student and CTC success.
- Develop targeted marketing/outreach strategies.
In addition to business/industry partnerships, CTCs should consider developing a comprehensive plan to engage all key stakeholders including, but not limited to, parents, students, partner sending schools and community members.

C. Benefits of Business/Industry Partnerships

Successful partnerships between a CTC and business/industry can provide short-term and long-lasting benefits. When relationships are established with a common goal, they result in better opportunities for all partners. Examples of the benefits for various stakeholders are listed below:

Benefits for Students

- Receive exposure to a variety of career options through guest speakers and job shadowing.
- Gain real-world, hands-on experiences through co-op placements and internships.
- Develop an understanding of career pathways available post-graduation.

Benefits for the CTC

- Receive input and advice on programs and curriculum.
- Keep up to date with business/industry needs.
- Receive support for testing, such as testing proctors.
- Able to build community awareness and benefit from positive impressions of the CTC within the business community.
- Receive specific benefits based on the nature of the relationship (for example, equipment donations/loans, field trips, etc.).

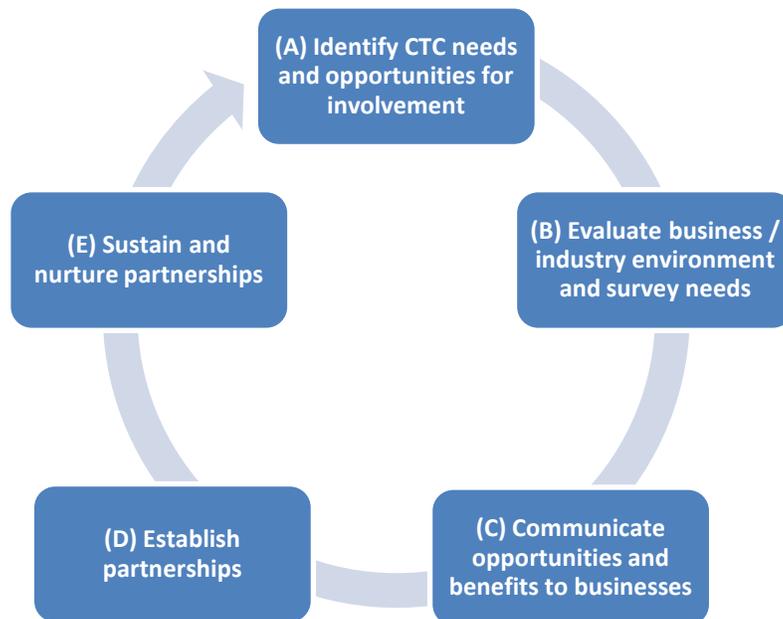
Benefits for the Partners

- Provide input into curriculum and training.
- Gain opportunity to develop valuable future employees.
- May be eligible for tax or other financial benefits.
- Develop better understanding of the role of CTE in workforce development.
- Generate positive publicity within the community.

Section Two: Action-Step Plan for Establishing and Sustaining Business / Industry Partnerships

The PLC identified and mapped out five components, or stages, in the ongoing process of forming and sustaining successful business/industry partnerships. Each of these components, which are shown on the following chart, will be discussed in greater detail in this section:

- Identify CTC needs and opportunities for involvement.
 - What do we need and how can business/industry help us?
- Evaluate business/industry environment and survey needs.
 - Who are our local employers and what are their needs?
- Communicate opportunities and benefits to businesses.
 - How can we form mutually beneficial relationships?
- Establish partnerships.
 - What are the steps?
- Sustain and nurture partnerships.
 - How do we retain partners and build upon success?



A. Identify CTC Needs and Opportunities for Involvement

In order for schools to form successful partnerships with business/industry, they must first identify their existing needs and analyze how these needs might be met by the local business/industry community. One useful tool for determining needs are the “career ladders” charts, which were provided by PLC guest speaker Nancy Dischinat, executive director of the Lehigh Valley Workforce Investment Board. These charts appear in the Appendix.

Another partnership development resource that CTCs may draw upon is the following “laundry list” of partnership opportunities. This is not an exhaustive list, but it is intended to serve as a starting point for discussions. It should be noted that while some of the examples on this list include a financial contribution from the partner, there are many opportunities that include requests for time and/or other resources instead. In addition, some of these opportunities are one-time engagements, whereas others are ongoing. This variety in structure allows for a wide range of partnerships.

Examples of Partnership Opportunities for Business/Industry	
<i>Adapted from materials created by Erie County Technical School and the BCTE publication "Establishing and Operating Effective Occupational Advisory Committees"</i>	
<p>Staff Development/Professional Activities</p> <ul style="list-style-type: none"> • Worksite orientation for instructors • Seminars/training on the latest methods/materials, etc. • Industry partnership participation • Assist in shadowing experiences and professional observation days • Expositions and conferences • Offer specialized training programs for instructors • Foster communication between instructors and employers to improve collaboration • Help instructors find summer employment related to their instruction assignment 	<p>Curriculum Assistance</p> <ul style="list-style-type: none"> • In-class demonstrations • Occupational Advisory Committee membership • Identify the knowledge, skills and attitudes necessary to compete in the job market • Review and modify curriculum/training plans • Ensure curriculum, course content, student competencies and safety procedures meet current industry standards • DACUM participation • Identify facility and equipment needs
<p>Student Competitions, Testing and Graduation Requirements</p> <ul style="list-style-type: none"> • SkillsUSA judging • NOCTI proctoring • Reviewing senior portfolios • Support the efforts of career and technical student organizations (CTSOs) 	<p>Assistance with Educational and Career Planning</p> <ul style="list-style-type: none"> • Guest speakers • Field trips • Mentoring activities • Meetings with individual students
<p>Work Experience</p> <ul style="list-style-type: none"> • Mock interviewing • Shadowing • Internships • Cooperative work experiences 	<p>Student Recognition</p> <ul style="list-style-type: none"> • Presentation of certificates (attendance, outstanding worker) • Offer items that can be used as student awards for graduation and competitions
<p>Donations</p> <ul style="list-style-type: none"> • Secure prizes or donations for student reward/incentive programs • Equipment loans • Donations of materials and supplies • Help to obtain needed equipment and supplies on loan or at special prices • Establish scholarships or other financial assistance for outstanding graduates who wish to continue their education/training • Review and recommend budget requests for equipment and supplies 	<p>Recruiting Assistance</p> <ul style="list-style-type: none"> • Presentations to prospective students • Presence at open houses • Participate in school and community career fairs • Admissions congratulatory letters • Speak at student orientation meetings • Assist in the development of admissions criteria for the occupational program
<p>Public Relations</p> <ul style="list-style-type: none"> • Shared advertising spots on local media • Develop public service announcements to inform the community about the program • Distribute information describing the CTC's occupational programs 	<p>Community Needs</p> <ul style="list-style-type: none"> • Identify the economic and workforce needs of the community • Conduct surveys to identify present and anticipated employer needs and job availability • Represent the business community in the strategic planning process

Partnership Example:

Erie County Technical School (ECTS) Partnership with Scott Enterprises

In 2000, ECTS initiated a partnership with Scott Enterprises, a local hospitality group that owns many hotels and restaurants. Two days per week, the company's Courtyard by Marriott hotel serves as the ECTS Tourism and Hospitality Management laboratory. Over the course of the two-year Tourism and Hospitality Management program, students rotate through ten departments at the hotel. They also attend monthly seminars on business topics presented by Mr. Scott, the business owner.

Scott Enterprises was also instrumental in the development of the ECTS Transition Center. This Center is designed to train special needs students to work in the restaurant and hospitality industries. The furniture and appliance layout of the on-campus facility was reviewed by the maintenance and management staffs of Scott Enterprises, and the corporation furnished the rooms with donated items.

The management of Scott Enterprises views the partnership with ECTS as an investment in future employees. They stated, "We treat the students as if they are regular employees. They're a great help as they learn to greet and interact with our guests. It's fun to watch the passion of the hospitality industry get into the blood of these students."

They also see the benefits for current staff. They stated, "These students energize our current employees. The staff enjoys working with the students and finds a great deal of satisfaction in knowing they are making a difference in the lives of young people."

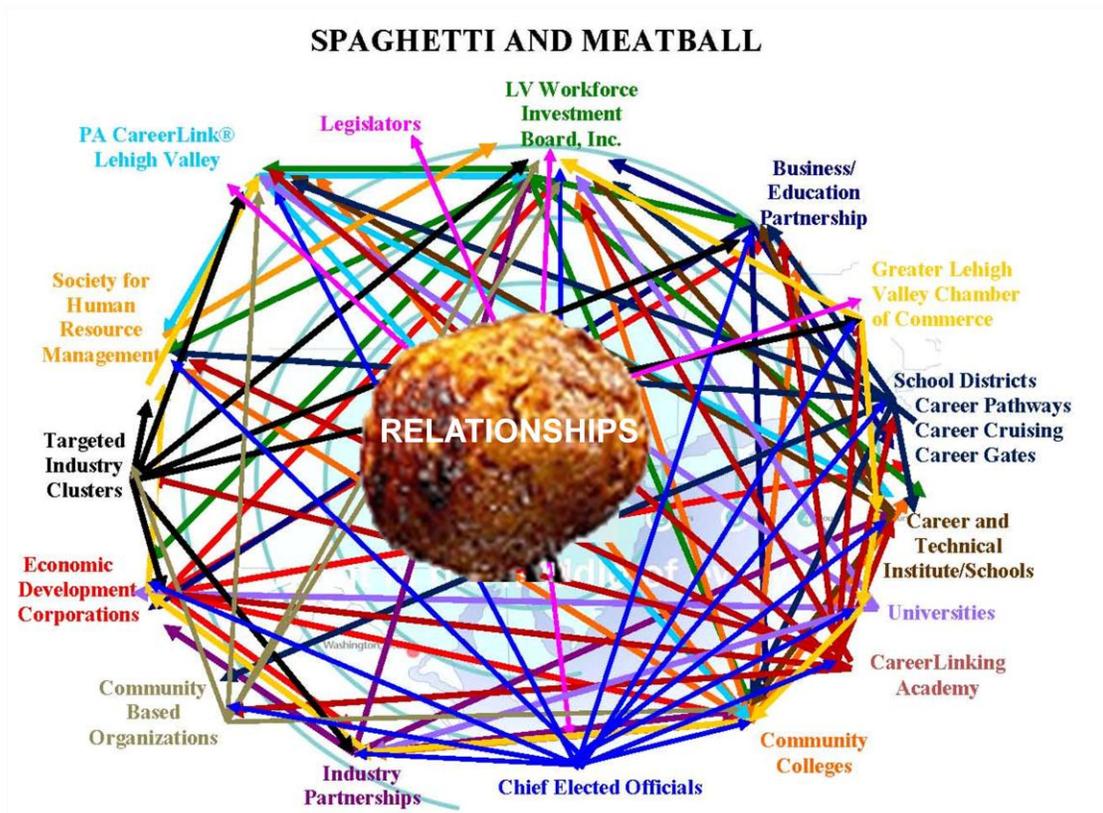
B. Evaluate Business/Industry Environment and Survey Needs

Developing an awareness and understanding of the local and regional business/industry environment is an important next step in building strong partnerships. This point was emphasized by PLC guest speakers Nancy Dischinat and Jan Klevis, director of postsecondary and workforce education at Lehigh Career & Technical Institute, who spoke to the PLC about efforts to build sustainable partnerships with business and industry.

Ms. Dischinat suggested that school leaders continually evaluate the local and regional economy through multiple lenses, including industry workforce and occupational trends. This concept was echoed by PLC members, who emphasized the importance of

“keeping tabs” on the local workforce. In the words of one member, “Our school’s role is to provide programs and develop students with skills that meet the needs of our local workforce. We are part of economic and workforce development.”

Ms. Dischinat shared with the PLC the “Spaghetti and Meatball” chart, which shows the complex relationships among the groups with a vested interest in the three key areas of workforce development, education and economic development:



Building upon Ms. Dischinat’s presentation, the following list represents a compilation of possible resources help evaluate and understand the local and regional business community. This list is designed to assist CTCs with surveying the local and regional business environment and determining which potential business/industry partners to approach. The list includes:

- Rotary
- Workforce Investment Board
- Local industry groups
- Intermediate Units
- Chamber of Commerce
- Elected officials

- Community colleges
- Local trade associations
- National trade associations
- Labor councils
- Industry partnerships
- Legislators—state and federal
- Career Link
- Economic development corporations

Both guest speakers prompted rich discussion among PLC members, in particular on the topic of how to ensure that schools are meeting the needs of local business/industry. One of the first steps in this process is to ask business/industry representatives what they need in terms of current and future hiring needs as well as technical/academic needs. The next step is to acknowledge and respond to partner input. One PLC member shared the following example of how a CTC can solicit feedback from partners and provide responses to partner recommendations and suggestions:

Orleans Technical Institute holds quarterly Employer Breakfast meetings and biannual Program Advisory Council meetings to gain feedback from businesses that have hired or are interested in hiring graduates. These meetings afford an opportunity for current and potential partners to provide direct feedback. A member of the school's administrative team is present at these meetings, along with an administrative assistant, who takes minutes. Following the meeting, minutes are distributed to all participants to ensure that employer comments and concerns are formally addressed.

Partnership Example:

Orleans Technical Institute Partnership with the First Judicial District Court System of Pennsylvania and Multiple Freelance Agencies

Orleans Technical Institute has operated a court reporting program for the past 25 years. High school graduates earn their associate degree while training to become an official court reporter. Once they graduate from Orleans Technical Institute, they can work in the court system, with businesses transcribing meetings, in high school or college classrooms with the deaf and hard of hearing students, with doctors and lawyers involved in depositions or mediation sessions and through agencies to provide captioning of television shows and videos that require captioning for the deaf and hard of hearing.

Before graduating from the court reporting program, students are required to complete a level of internship/externship to earn their degree. Orleans Technical Institute has

established partnerships with the First Judicial District Court System of Pennsylvania and multiple freelance agencies in Pennsylvania, New Jersey and Delaware. Students are set up to shadow working official court reporters while on the job at the First Judicial District Court System of Pennsylvania and in the work environment of freelancing agencies while gaining hands-on experience before graduation. These business partnerships have been ongoing for over 20 years now.

The First Judicial District Court System of Pennsylvania and any freelance agency that Orleans Technical Institute sends students to for the internship/externship experience enter an agreement that the intern's work is not to be sold for profit. The agreement also states that the student is open to be hired once they have earned a graduate status. This has worked tremendously because the Court System and the freelance agencies have been able to see the students' work firsthand, sparking their interest in hiring them. As a result of establishing these business partnerships, Orleans Technical Institute has seen a placement rate between 95% and 100% since 1986 for the court reporting program's graduates.

C. Communicate Opportunities and Benefits to Businesses

In discussing the value CTCs bring to the region, one PLC member stated, "Our CTC is one of the area's best-kept secrets." An important step in forming partnerships is to build and increase awareness of the CTC and to communicate the opportunities and benefits for partnership.

Because the primary goal of business/industry is to produce and sell, it is important to help businesses understand the benefits that they might reap because of their support of the CTC. Although benefits may be specific to the individual relationship, the following sample list of benefits may assist schools in making a "business case" for partnering with a CTC:

By partnering with a CTC, business/industry partners may be able to:

- Help ensure future employees receive the necessary academic/technical education to meet employment needs.
- Qualify for tax or other financial benefits.
- Provide input into how students are trained.
- Reduce employee training costs.
- Generate goodwill among the community.
- See a direct benefit of their tax dollars (if located in the same community).

- Develop a better understanding of what is currently taking place at the CTC.

It is also important for schools to consider what benefits they are able to offer in exchange to business partners. In the words of one PLC member, “We can’t just go to partners with our hands out . . . we need to show what we can do for them.” Before approaching a potential partner, CTCs should consider their particular strengths and the benefits they can provide to businesses. The following is a sample list of benefits CTCs can provide to businesses:

The CTC may be able to offer the following benefits to business partners:

- Interns and co-op students
- Workforce development services
- Incumbent worker training
- Meeting facility space

E. Establish partnerships

Building the framework for partnerships is a multistep process that requires the combined effort of CTC administrators and staff members. In terms of establishing partnerships, it is recommended that CTCs identify one key point of contact (POC). This POC is the primary person who directs and oversees communication with business and industry. In some schools, the executive director takes on this role; in others, a partnership coordinator or co-op coordinator may be responsible for partnership development.

A key element in forming relationships is to research and understand businesses before reaching out to them. When CTC representatives have a sense of the particular needs of a business they can “talk the language” of the business and focus the discussion on assistance that the business can realistically provide to the CTC. Understanding the business cycle enables schools to strategize about how and when to best contact businesses. In general, it is suggested to avoid scheduling meetings during holiday seasons and busy times of year for the business/industry.

Another important component is to establish a presence among the local/regional business community. This can be achieved by making sure representatives from the CTC attend and participate in local-, business- and community-oriented events such as Chamber of Commerce or Rotary events. Relationships are often formed on the basis of informal conversations and “being in the right place at the right time.” School

administrators and staff can often serve as the best, no-cost advertising. One PLC member noted that representatives of the CTC are ready to talk about the school “anytime we’re anywhere.”

One PLC member described how while attending a local Rotary meeting, she was able to share information about how her CTC was incorporating soft skills into the programs. This idea was echoed in the presentation by PLC guest speaker Jan Klevis, who shared the following list of key points related to partnerships:

- Participation on Workforce Investment Board (WIB) Committees
- Participate in industry partnerships
- Collaborative partner with a positive attitude
- Willingness to venture into new territory
- Build relationships
- Responsive to business and industry needs

When meeting with potential partners, CTCs may want to share information about the CTC, such as:

- Opportunities for partnership
- General information about the CTC (fact sheet, program guide, DVD, etc.)
- Guidelines on roles and expectations

Partnership Example:

Clarion County Career Center Agility Partnership Agreement with PENNDOT

At the time of the PLC meetings, Clarion County Career Center was in the process of forming a partnership with PENNDOT. Under the partnership, PENNDOT would use the CTC’s facility for two annual meetings, with a combined attendance of approximately 150 employees. The Culinary Arts and Hospitality Class would provide lunch and refreshments for the meetings.

Under the terms of the agreement, PENNDOT would offer the following services in exchange:

- Loan of message boards for the CTC open house
- Sweeping of the CTC parking lot in the spring
- Mowing of the CTC entrance
- Anti-ice application on the CTC parking lot in winter
- Repair of pot holes on the CTC driveway

This mutually beneficial relationship will bring many new people into the CTC and represents a good opportunity to build awareness.

F. Sustain and Nurture Partnerships

Sustaining and nurturing partnerships can be just as important as establishing new ones. To this point, one PLC member's "key takeaway" from the guest speakers was "... the power that comes from ongoing sustained partnerships translates to concrete resources." Suggestions on methods of sustaining and nurturing partnerships include:

Solicit and respond to feedback

Soliciting feedback and input from partners is key to sustaining relationships. This can be done on a formal basis (for example, with surveys) and/or an informal basis (for example, visits to employers at their worksites). One effective tool for collecting feedback is the forms in the Pennsylvania Bureau of Career and Technical Education's advisory committee guidelines (see link in Appendix for examples).

Although not every recommendation or suggestion from partners may be actionable, it is important to acknowledge and respond to suggestions and feedback. Several schools represented on the PLC indicated that they have a defined process for responding to partner input on a consistent and timely basis.

At **Upper Bucks County Technical School**, an administrator plans to attend all advisory committee meetings. A staff member records meeting minutes, and these are reviewed and shared at the following meeting. The minutes include a CTC comment section, in which administrators are able to provide formal responses or feedback on recommendations and questions.

Share results

An important component in sustaining partnerships is helping businesses see the benefits of their contributions. Because businesses are typically outcome driven, CTCs should share information and data that show the impact that the partnership is making. Some examples of data that might be of interest to partners include:

- Enrollment figures
- Graduation rates
- Industry certifications
- Post-graduation placement

Show appreciation

Recognizing partners for their contributions is a nice way to show them that they are making a difference. PLC members shared ideas for ways to acknowledge and express appreciation for the support of business/industry partners:

Orleans Technical Institute holds an annual awards dinner called Strictly Business Awards. These awards recognize and honor the businesses that have made a difference in the lives of students, whether they provided resources to the school during the student's training sessions, created internship sites for the students to have hands-on experience before graduation or have hired students after graduation.

At **Clarion County Career Center**, active cooperative education employers are invited to attend the senior banquet. The cost of each meal is paid for by the co-op student. All employers who hosted co-op students during the year are listed in the program.

The director at **Upper Bucks County CTC** regularly invites partners to eat lunch at the CTC. This provides an opportunity to say "thank you" and to build awareness of the CTC through a visit to the facility.

Provide opportunities for networking

Inviting partners to public sessions and events, including open houses, offers them the opportunity to network with other businesses and to generate some goodwill among the community.

At **Erie County Technical School**, the semi-annual meetings for each of the program's Occupational Advisory Committees (OAC) begin with dinner and bring together all business partners that represent the individual programs. This time allows for networking among the business partners and creates a sense of the whole business community connecting with the CTC. After the dinner and large-group announcements, each of the individual program advisory teams are convened in small groups across the CTC, and all the advisory committees cover a standard agenda of discussion topics.

Partnership Example:

Upper Bucks County Technical School's (UBCTS) Partnership with the Bucks-Mont NARI Chapter

The partnership between UBCTS and the local chapter of NARI (National Association of the Remodeling Industry) in 2006 when a NARI member, Superior Woodcraft, hired a cabinetmaking student through the Cooperative Education Program at UBCTS. NARI is a non-profit trade association committed exclusively to the service of the professional

remodeling industry. They represent professional contractors, product manufacturers, distributors, wholesalers, trade and consumer publications, utilities and learning institutions.

The Bucks-Mont NARI/UBCTS partnership focuses on Education Day. This day is a structured professional development conference and is attended by 100–130 contractors each year. Education Day is held at UBCTS. Meetings are held with the UBCTS representatives throughout the year to plan the event. A main topic of discussion by the NARI group is always focused on what is needed to ensure it is a worthwhile educational event for the students. Construction Cluster students and instructors attend this full-day, on-site conference with remodeling industry professionals at no cost. Students and instructors gain current information, skills and insights into this industry.

The benefits to UBCTS and its students are numerous. The opportunity to have the senior-level Construction Cluster students participate with over 100 industry leaders is a huge advantage to them as they prepare to graduate. They are not only gaining knowledge but are witnessing the importance of continuing education in their industry.

This partnership has also resulted in:

- Local media coverage of the event
- Cooperative Education placements
- Full-time employment opportunities
- Field trips to NARI sites
- Monetary/equipment donations to UBCTS
- Additional Occupational Advisory Committee members
- NOCTI evaluators
- EPA Lead Safe Work Practices Education
- NARI members touring the construction programs and providing positive public relations to the community
- Students being made aware of the various certifications that are available through the NARI organization such as Certified Remodeler (CR), Certified Kitchen and Bath Remodeler (CKBR), Green Certified Professional (GCP), and Certified Lead Carpenter (CLC)
- A networking and educational opportunity for Bucks/Montgomery Cooperative Education coordinators, who also attend
- Newly established award for the 2010–2011 Outstanding Construction Cluster Senior. The award winner and parents will be invited to the annual COTY (Contractor of the Year) dinner for the presentation of the award.

Section Three: Additional Considerations

A. Supporting Practices

Use technology to connect with partners

PLC members indicated that they are working to use technology as a way to interact and connect with partners. They are experimenting with services such as webinars, online meetings and conference calls as a way reach out to members who cannot make all meetings.

Facilitate donations of equipment and funding

In order for businesses to take advantage of certain tax benefits, they must donate through a non-profit organization. Several CTCs (for example, Erie, Lancaster) have established non-profit foundations. For CTCs that do not have a foundation, PLC members suggest working through the Pennsylvania Association of Career & Technical Administrators (PACTA). PACTA has forms and processes set up and can help facilitate the donation process for member schools.

Expand partnerships

CTCs can benefit from regional coalitions that extend beyond their local community and bring together industry partners, chambers, Career Link, WIBs, post-secondary institutions, economic development organizations and others. Through these extended relationships, organizations can pool their resources to develop materials and educate potential future employees.

Add a “local flavor” to curriculum

The programs offered at CTCs can be seen as reflections of the local business community. Program curricula need to correlate to the required CIP codes, and there are ways to add a “local flavor” and ensure that the skills being taught represent the needs of local employers. One PLC member gave the example of offering EMT training as an add-on to the CTC’s law enforcement program.

Advocate for CTE

School administrators and instructors are urged to advocate on behalf of CTE at the local, state and national levels. Communicating the benefits and value of CTE is a way to raise awareness. The resources in this guide, such as the lists of benefits and values, can be tailored for use in promoting CTE with elected officials and other key stakeholders.

B.) Ongoing Challenges/Need for Innovation

Changing economic and business conditions

Establishing and sustaining partnerships in the midst of changing economic and business conditions can be a challenge for CTCs. Although many of these challenges are outside the control of the CTC, PLC members suggested presenting businesses with opportunities to provide non-monetary support, such as field trips, guest speakers and testing assistance. Through this approach, CTCs emphasize to businesses that their support, no matter what the form, is valued by the CTC.

Appendix: Resources

This section contains resources related to education partnerships.

Reports, Articles and Handbooks

- **BCTE Advisory Committee Guidelines:**
 - Establishing and Operating Effective Occupational Advisory Committee
 - Establishing and Operating Effective Local Advisory Committees

http://www.portal.state.pa.us/portal/server.pt/community/instructional_resources/7392/advisory_committee_documents/507939h
- **Manufacturing Skill Shortages: Key Issues and Recommendations**
Pennsylvania Workforce Investment Board, 12/23/2010

This article highlights the increasing need for skilled workers in the manufacturing fields and shows a critical gap between the educational systems and the employers who are looking for the workers. There must be strong partnerships between the educational agencies who can train the workers and those employers who need the skilled workers.
- **Career Technical Education and Business Partners – Bridging Education and the Economy**
National Association of State Directors of Career Technical Education Consortium (NASDCTEc), 2010

http://www.careertech.org/uploaded_files/IssueBrief2_02.pdf

This article describes a partnership program initiated by Northern Virginia Community College designed to increase the number of qualified workers in the local health care industry.

- **Building Partnerships**

Techniques Magazine – *Association for Career and Technical Education*,
November/December 2007

<http://www.acteonline.org/content.aspx?id=2862>

This issue of the magazine was written around the “Business Partnerships” theme.

- **The Skills Imperative: How Career and Technical Education Can Solve the U.S. Talent Shortage**

U.S. Chamber of Commerce, 2008

<http://icw.uschamber.com/publication/skills-imperative-how-career-and-technical-education-can-solve-us-talent-shortage>

While focused primarily on career and technical education, this paper provides detailed information on ways that businesses can engage with education programs and help instructors and students gain important skills through relevant instruction. It includes specific action steps that can be shared with business partners related to activities such as internships and mentoring and case studies of how chambers of commerce can help shape education.

- **Work-Based Learning FAQ’s**

Minnesota Department of Education, Career and Technical Education, 2010

<http://education.state.mn.us/mdeprod/groups/CareerTechEd/documents/FAQ/02052.pdf>

This manual was designed to assist persons responsible for high school work-based learning programs and activities. It includes information on program components, program guidelines and activities like worksite field trips, job shadowing, career mentorships, service learning, school-based youth entrepreneurship, internships and paid work experiences.

- **Preparing High School Students for Successful Transitions to Postsecondary Education and Employment**

National High School Center, August 2008

http://www.betterhighschools.org/docs/PreparingHSStudentsforTransition_073108.pdf

This Issue Brief lays out characteristics of selected interventions to promote successful transition to post-secondary education and employment, including dual credit and Tech Prep. It discusses preliminary design issues, as well as key elements such as curriculum and instruction and student supports, and includes a special section on considerations for students with disabilities.

- **Lost in Transition: Building a Better Path from School to College and Careers**
Southern Regional Education Board – High Schools That Work, 2008

<http://www.nyec.org/content/documents/LostInTransition-BldgBetterPathFromSchoolToCollege&Careers.pdf>

This report, sponsored by the League for Innovation in the Community College and the Southern Regional Education Board and supported by the U.S. Department of Education, summarizes results of 15 state-level forums held in 2005 and 2006 across the country with a cross section of state education and policy leaders. The forums, and paper, focused on ways to foster collaboration between secondary and post-secondary education systems and build successful transitions from high school to college and careers.

- **Changing Systems, Changing Lives: The Broader Impact of the College & Career Transitions Initiative**

League for Innovation in the Community College, 2009

<http://www.league.org/league/projects/ccti/files/changing.pdf>

This paper consists of a collection of best practices and case studies resulting from the implementation of the College and Career Transitions Initiative. Results from the project have resulted in numerous promising systems changes that can be replicated in sites around the country.

Websites

- Pennsylvania Bureau of Career and Technical Education
http://www.portal.state.pa.us/portal/server.pt/community/bureau_of_career_technical_education/7334
- Pennsylvania Association of Career & Technical Administrators (PACTA)
<http://www.pacareertech.org/>
- The Center for Workforce Information and Analysis
<http://www.paworkstats.state.pa.us/>

The following two websites are resources that were developed by Berks Business Education Coalition in partnership with Berks County Schools, Berks County Intermediate Unit and Berks County institutions of higher education.

- Berks Works Employer Database
<http://www.BerksWorks.org>
- Berks Career Pathways Website
<http://www.berkscareerpathways.com>

Case Studies

Researchers from Meeder Consulting conducted one-day site visits at 11 career and technical centers selected by the Bureau of Career and Technical Education (BCTE) and prepared detailed case studies based on the promising practices identified during these visits. The following resource provides overview of information on those practices relating to the subject matter around which the PLC is focused. For the comprehensive summary of these practices, see the case studies at:

http://www.portal.state.pa.us/portal/server.pt/community/best_practices/7683/case_studies/794984#link5.

Central Montco Technical High School (CMTHS)

- CMTHS developed a dual enrollment agreement with the local community college, and participating students gain access to several services offered by the college.

Indiana County Technology Center (ICTC)

- Planned and hosted a one-day, off-site sending school “Superintendent’s Retreat” at which they provided a “CTC 101” briefing.
- Developed a partnership with the local public television station to produce commercials for the CTC to run on community TV.
- Contracted with a major oil and natural gas extraction company to provide their new employee training, which is conducted by ICTC instructors.

Jules E. Mastbaum Area Vocational Technical School

- The leadership team assumes ownership for guiding several partnerships with local business and community partners and directs them in a manner that supports its leadership style and the school’s vision for student success.

Lancaster County Career and Technology Center

- To help develop partnerships with local businesses, LCCTC established a non-profit foundation that assumes responsibility for marketing and raising community awareness of and support for LCCTC.

Lehigh Career & Technical Institute (LCTI)

- To develop strong relationships with the local community and business and industry partners, the leadership team addresses local workforce needs and engages in ongoing communication and outreach efforts.

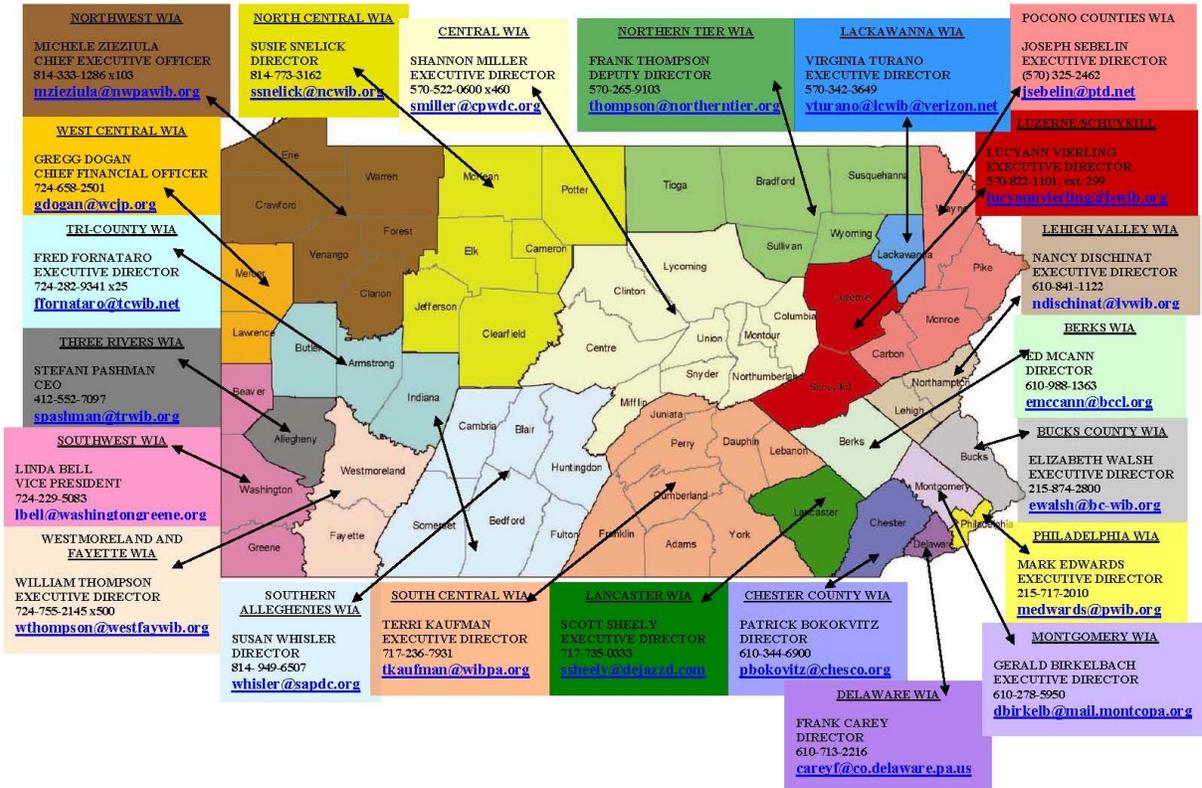
Lenape Tech

- Regional Accountability Team brings together educators from sending districts schools to review data, identify needs and develop strategies that can be implemented consistently across systems and buildings.
- Prototype partnership with local company KPM provides students from multiple technical areas with real-world project experience.

Upper Bucks County Technical School (UB Tech)

- CTC-wide marketing effort to build awareness of UB Tech among local business and industry leaders. Effort includes a professionally produced DVD highlighting the programs and opportunities available to UB Tech students and a professionally designed, four-color “program of studies” course guide that profiles each of the CTC’s programs.

Pennsylvania Workforce Investment Areas



Career/Workforce Ladder

Career/Workforce Ladder

Workshops / Seminars / Retreats

ON-THE-JOB LEARNING & PROJECTS — PROFESSIONAL DEVELOPMENT

MANAGER, REGIONAL SALES

- Responsible for recruiting and hiring sales and support team members.
- Ability to lead sales teams in a competitive environment.
- Function well under pressure and within guidelines.
- College degree required.

ACCOUNT MANAGER, MAJOR

- Have proven track record in growing revenue with key accounts.
- Find solutions to major account challenges.
- Negotiate, implement and monitor revenue-based contracts.
- College degree preferred.

ACCOUNT EXEC, SENIOR

- Must be employed for a minimum of one year in an Account Executive position.
- Solid knowledge of marketplace and industry trends.
- Strong leadership skills.
- Take a lead role in team building, meetings and projects.
- College degree preferred.

ACCOUNT EXEC, TERRITORY

- Grow and maintain local retail advertising account revenue.
- Recommend new and enhanced marketing strategies.
- Sell effectively against competitive media.
- College degree preferred.

ACCOUNT EXEC, NEW BUSINESS

- Grow ad revenue from new and inactive accounts.
- Develop advertising strategies to meet revenue goal.
- Knowledge of sales process and marketplace.
- College degree preferred.

ACCOUNT EXEC, APPRENTICE

- Excellent communication, interpersonal, organizational, and time management skills.
- Minimal sales experience required.
- Working understanding of Microsoft Office and Windows.
- Valid Driver's License required.
- College degree preferred.

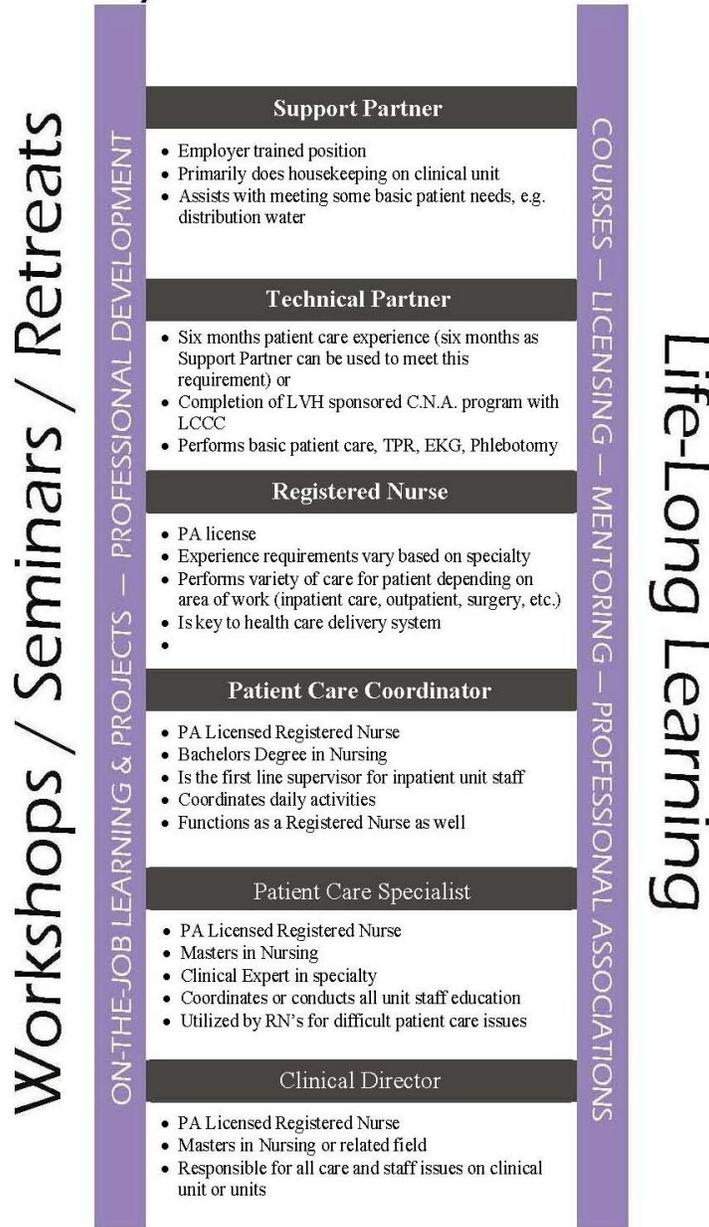
COURSES — LICENSING — MENTORING — PROFESSIONAL ASSOCIATIONS

Life-Long Learning

Career Ladder required skills and training are considered cumulative. 3. Minimum two professional references required.
 Proper licensing and/or accreditation, if necessary for position. 4. Credit and/or other background checks, as requi

(Source: Nancy Dischinat, Lehigh Valley Workforce Investment Board)

Career/Workforce Ladder



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(Source: Nancy Dischinat, Lehigh Valley Workforce Investment Board)

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