

Education / Business Partnerships 101

Connecting Employers, Educators
and Students for Workforce Success

Hans Meeder

National Center for College
and Career Transitions



CTE | Technical
Assistance
Center of NY

A Division of the Successful Practices Network

Today's Agenda

- Win–Win–Win
- Advisory Boards
- 9 Strategies
- Taking Action
- Other resources from CTE/Employer Engagement Project with TAC





Every Teen with a Dream and a Plan

The National Center for College and Career

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The National Center for College and Career Transitions (NC3T) provides planning, coaching and technical assistance to help community-based leadership teams plan and implement their college-career pathway systems.

About NC3T

NC3T Leadership

NC3T is led by **Hans Meeder**, former Deputy Assistant Secretary at the U.S. Department of Education, and a respected national leader conducting research and providing technical assistance on high school redesign, career and technical education, and workforce development. Meeder is also President of the Meeder Consulting Group, LLC.



Brett Pawlowski, is cofounder of NC3T and serves as its Director of Employer Engagement. Pawlowski has been published widely on the topic of business/ education engagement and has worked with businesses, nonprofits, and foundations on building effective education engagement programs. He serves as President of DeHavilland Associates.



Win-Win-Win.

How Business / Education Partnerships Work for Students, Schools and Businesses

Return on Investment (ROI-360)

- Our philosophy is that – for all these stakeholders to get and stay engaged in improving education – there needs to be sense of ROI-360. That is, **360 degrees of Return on Investment**. We want everyone to make an investment in success of our students, and everyone to get a return that addresses their primary interests and needs.



What do stakeholders need?

- **Students** want to feel successful and purposeful and to have a bright future.
- **Parents** want to know their children are on a promising path to the future. For the most part, that means college (of some sort) and a good career.
- **Educators** want their students to be successful -- this contributes to a sense they, as teachers, are making a meaningful contributions to their students and their communities.
- **Employers** want their community's economy to be strong with a good customer base, and a ready supply of skilled talent. Employers are also parents and citizens, so while the bottom line is important, it is not their only interest in seeing students succeed.
- **Citizens and civic organizations** want to see their community as healthy, prosperous, and well-connected so they can continue to address challenges that emerge and keep improving the local quality of life.

Today's Education Challenge



- Low student engagement and low-effort by students, leading to:
 - Low on-time graduation rates (70% national average),
 - Lack of college/postsecondary persistence (only 40% of 27-year olds have a 2-year or 4-year degree),
- Increasing academic standards, but little impact on actual student achievement.

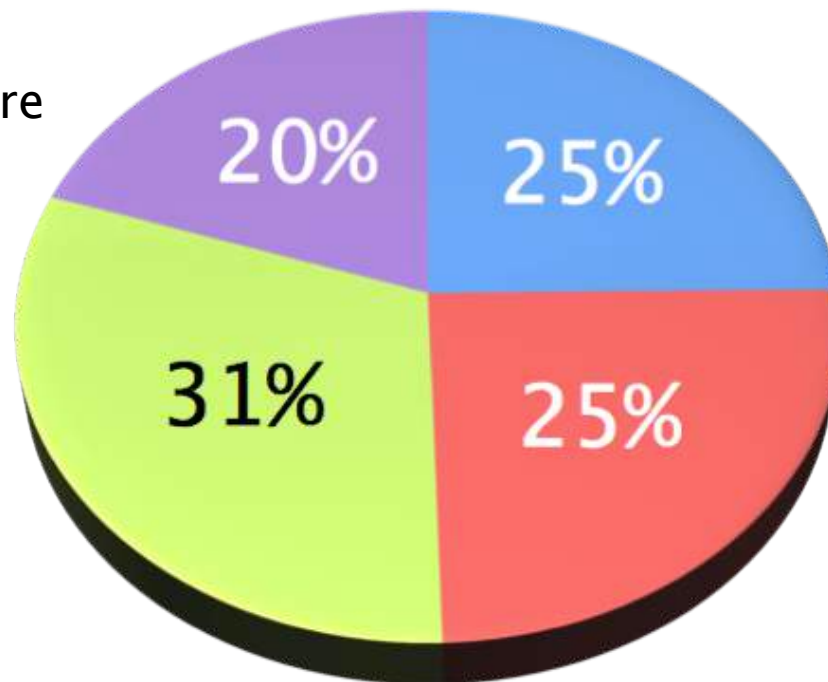
Many Youths Without Purpose

The Purposeful:

Found something meaningful, sustained interest, clear sense of future purpose

The Dabblers:

Tried potentially purposeful pursuits, yet to commit



The Disengaged:

Neither a purpose in life nor inclination to find one.

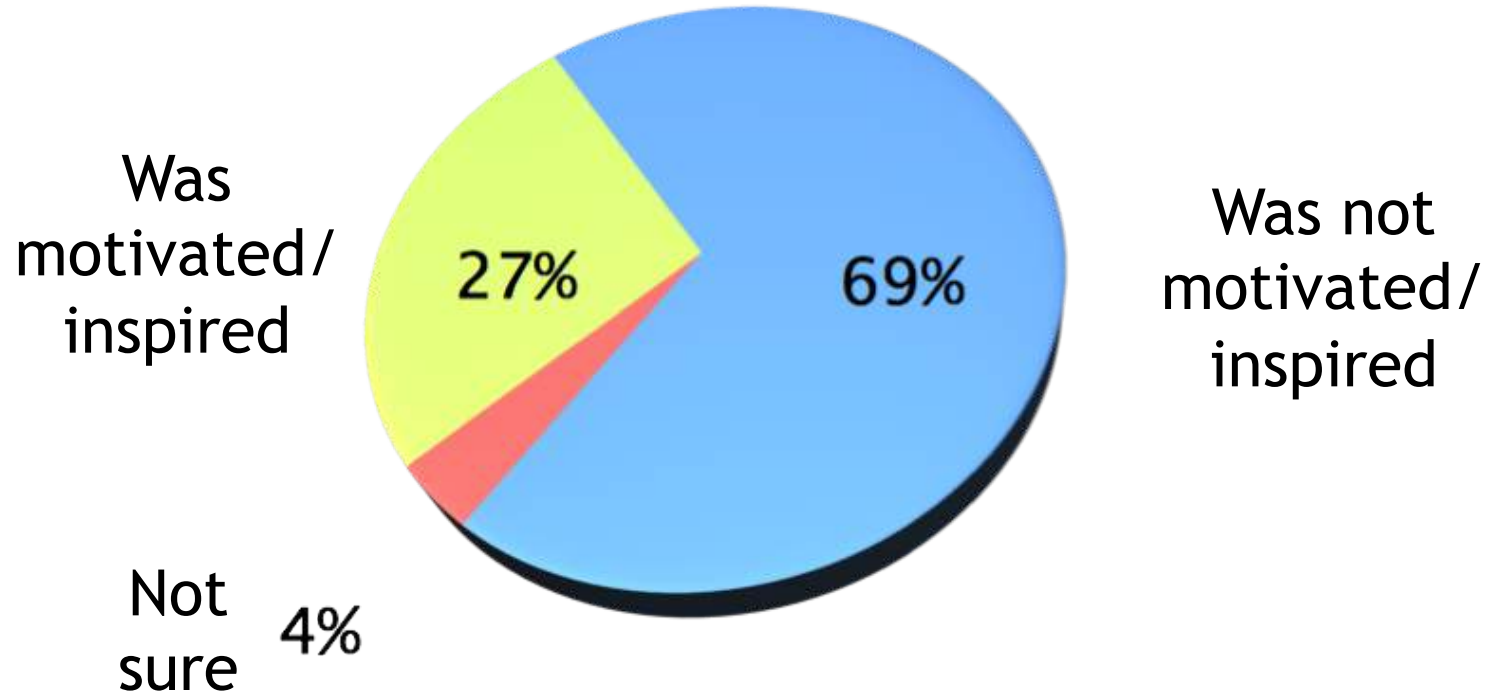
The Dreamers:

Imagining great things, but no practical pursuits

Source: The Path to Purpose, William Damon

Dropouts Did Not Feel Motivated or Inspired

Did you feel motivated and inspired to work hard in high school?



Source: The Silent Epidemic, 2006, Civic Enterprises

Research Summary–Education and Employers



What is to be gained through partnership?

Exploring the value of education-employer relationships

Anthony Mann with Desiree Lopez and Julian Stanley

Second edition

October 2010

Supported by



Student benefits of employer engagement

1. Making learning more enjoyable and interesting

Source: “What is to be gained through partnership? Exploring the value of education–employer relationships. Education and Employers Task Force, October 2010, EdComs

Student benefits of employer engagement

1. Making learning more enjoyable and interesting
2. Increasing motivation to do well at school

Source: “What is to be gained through partnership? Exploring the value of education–employer relationships. Education and Employers Task Force, October 2010, EdComs

Impact of employers on student motivation

I understand better why it is important to do well at school.

- Strongly agree, 50%
- Agree, 40%
- Disagree, 7%
- Strongly disagree, 2%

I am more prepared to work hard in lessons and my coursework.

- Strongly agree, 42%
- Agree, 47%
- Disagree, 9%
- Strongly disagree, 2%

Source: Views of young people after work experience, IEBE survey of 15,025 young people, 2008.

Student benefits of employer engagement

1. Making learning more enjoyable and interesting
2. Increasing motivation to do well at school
3. Doing better in exams

Source: “What is to be gained through partnership? Exploring the value of education–employer relationships. Education and Employers Task Force, October 2010, EdComs

Student benefits of employer engagement

1. Making learning more enjoyable and interesting
2. Increasing motivation to do well at school
3. Doing better in exams
4. Going into better paying jobs

Source: “What is to be gained through partnership? Exploring the value of education–employer relationships. Education and Employers Task Force, October 2010, EdComs

Employer–student connections lead to wage premiums

The more employer contacts children recalled that they had had while in school, the more they are likely to earn when in full–time employment as young adults. In fact, those who recalled four or more school–mediated employer contacts earned an average of 18% more than those who could not recall any.

EET believes that the wage premium results more from better access to business information and social network development than to the development of technical or employability skills.

Source: Journal of Education and Work, March 2013

<http://www.educationandemployers.org/research/taskforce-publications/wage-premiums/>

Student benefits of employer engagement

1. Making learning more enjoyable and interesting
2. Increasing motivation to do well at school
3. Doing better in exams
4. Going into better paying jobs
5. Becoming more employable, getting access to better opportunities

Source: “What is to be gained through partnership? Exploring the value of education–employer relationships. Education and Employers Task Force, October 2010, EdComs

Employability Skills

Figure 2. Summary of UK Commission for Employment and Skills definition of Employability Skills³⁴



Student benefits of employer engagement

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6. Making better career decisions

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4. Going into better paying jobs
5. Becoming more employable, getting access to better opportunities
6. Making better career decisions
7. Increasing aspirations
8. Enhancing social mobility

Source: “What is to be gained through partnership? Exploring the value of education–employer relationships. Education and Employers Task Force, October 2010, EdComs

School–Educator benefits of employer engagement

1. Better Market Information (what skills are relevant in the labor market)
2. Improved Access to Resources (financial support, volunteers, goods and services)
3. Improved Employee Morale (confidence and community support)
4. Better Staff Support and Development (teacher externships, training, executive mentoring)

Employer benefits of education engagement

1. Customer Benefits (community goodwill)
2. Human Resource Benefits (morale and retention)
3. Operations Benefits (improved relationships with regulators, vendors, unions)
4. Market Environment Benefits (workforce pipeline and business relationships in community)

Building Strong Program Advisory Boards

Why an advisory board?

- Help you focus on the right outcomes
- Bring training expertise to the table
- Secure resources for your program
- Provide students – and staff – with new opportunities
- Connect you with the larger community
- Advocacy

Advocacy

- “They're out there speaking on our behalf, they support the work we do, and they're also advising about ways to get the word out about our programs. For example, Greg Highland is president of Cooper Electric. We had a levy in 2008, and Greg has a number of trucks that travel across the city. He put magnetic signs that said "Vote Yes on the Great Oaks levy; it won't raise your taxes." and he put the signs on all his trucks. We couldn't do that, but he could. We had free advertising throughout the city. We think it was instrumental for getting the word out.”
 - Robin White, Great Oaks Career Campuses



Types of boards

- The Strategic Executive Board
- Regional Industry Sector Committee
- Program Advisory Committee
- The Occupational and/or Industry Advisory Committee
- Other Subcommittees, Working Groups or Task Forces, such as...

Sub-committees

- Dual Enrollment/Postsecondary Transitions
- Outreach and Recruitment
- Talent Development
- Facilities and Equipment
- Communications and Advocacy
- Program Accreditation

Prospective Members

- Large, more established employers in key industries
- Small, fast-moving "gazelle" companies in key industries
- Postsecondary faculty or administrators
- Union reps (trade unions, not teacher unions)
- Senior executive with board management experience
- Chamber of Commerce and/or Workforce Development Board
- Individuals with media experience or knowledge
- Past students, or parents of current/former students
- Professional Associations reps.

CAUTION!

- Entrepreneurs who aren't hiring but just promoting their business
- Putting staff on the committee unless they've been briefed on how to speak “business” – get to the point and focus on results
- Staff who don't keep “family matters” private 😊

What to look for in a member

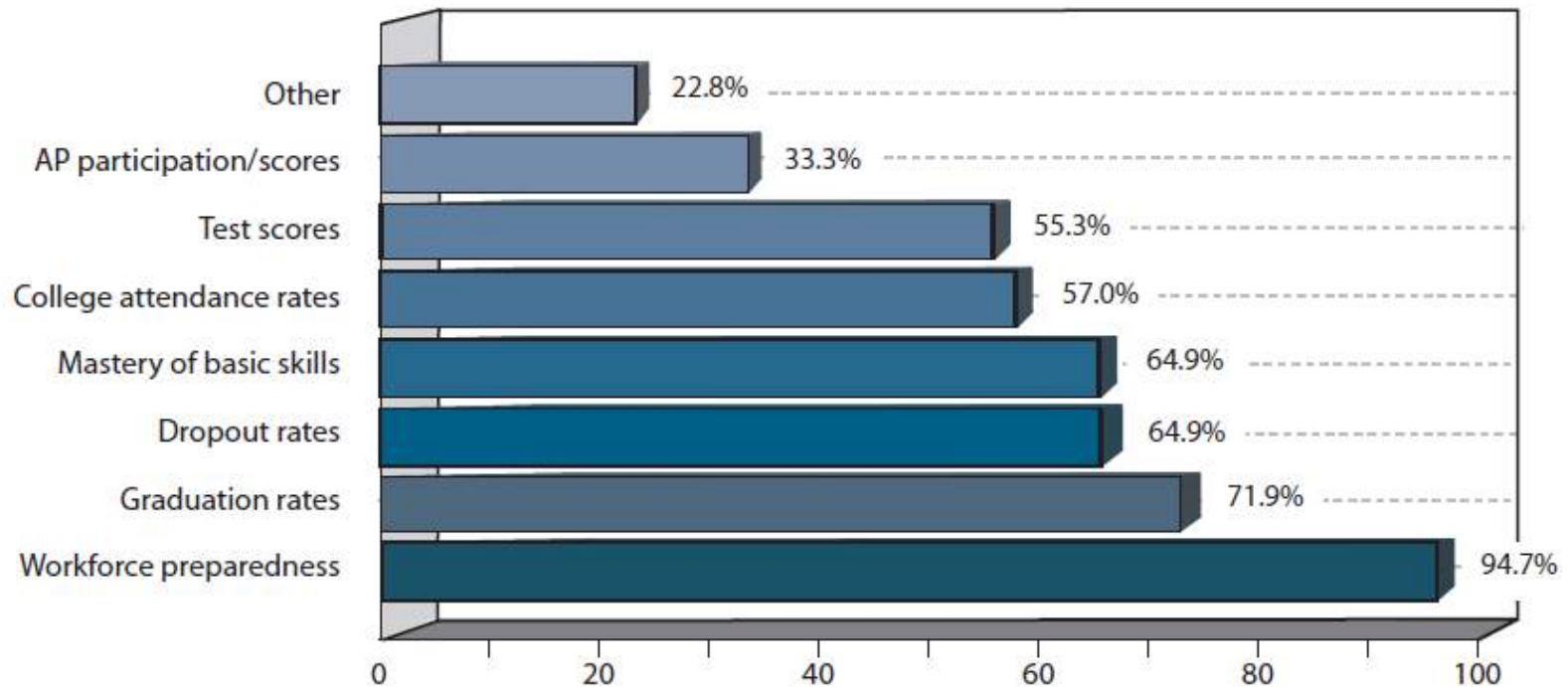
- Knowledge
- Experience
- Network
- Resources
- Interpersonal skills
- Time
- Passion
- Responsibility
- Fills one of three key roles;
 - Strategic thinker, Manager, Doer

Networking for members

- Use your existing connections
- Follow up with past students
- Identify established professional networks
- Build on existing relationships with your program
- Can either be the teacher or an administrator
– but someone must do this!

Make the ask with confidence

What's important to employers?



Managing an effective board

- Tie it back to the big picture
- Set clear expectations
- Build in lead time
- Establish standards
- Offer continuous education
- Be accountable
- Focus on ROI

Return on Investment 360

For all stakeholders to get and stay engaged in improving education – there needs to be sense of ROI–360. That is, **360 degrees of Return on Investment.**

Everyone makes an investment in student success, and everyone to get a return that addresses their primary interests and needs.



Nine Strategies for Business Education Collaboration

How you can work with business

- Employer engagement is NOT:
 - Training workers to fill low-skilled jobs that offer no future.
 - Pushing students to take jobs they don't want and aren't suited for.
 - Allowing business leaders to call the shots for education.
 - Preparation only for jobs that require high-school level training.



What employers really want:

Top skills for workers with high school diplomas	Top skills for workers with 2-year degrees	Top skills for workers with four year degrees
<ul style="list-style-type: none"> • Professionalism/Work Ethic (80.3%) • Teamwork/ Collaboration (74.7%) • Oral Communications (70.3%) • Ethics/Social Responsibility (63.4%) • Reading Comprehension (62.5%) 	<ul style="list-style-type: none"> • Professionalism/ Work Ethic (83.4%) • Teamwork/ Collaboration (82.7%) • Oral Communications (82.0%) • Critical Thinking/ Problem Solving (72.7%) • Reading Comprehension (71.6%) 	<ul style="list-style-type: none"> • Oral Communications (95.4%) • Teamwork/ Collaboration (94.4%) • Professionalism/ Work Ethic (93.8%) • Written Communications (93.1%) • Critical Thinking/ Problem Solving (92.1%)

How You Can Work with Business

- Working with business can involve more than just volunteers and money; there are an array of models to consider
 - Advisory boards
 - Expertise
 - Mentors
 - Real-world challenges
 - Student work-based learning
 - Teacher learning experiences
 - Advocacy
 - Resource support
 - Launching new programs



How You Can Work with Business

Advisory Boards

Connect the organization to the outside world – voice of the community to the school, voice of the school to the community

- District-wide Strategic Advisory
- Regional Industry-Cluster Advisory
- School-based Program Advisory
- Joint Secondary-Postsecondary Program Advisory



How You Can Work with Business



Expertise

- Providing input about appropriateness of skills, knowledge and activities in a program
- Judging student work and competitions
- Guest instruction
- Other “Skills-based volunteering”



How You Can Work with Business

Mentors

- Different than volunteers: longer-term direct relationship with students
- Can be academic, social, career/college
- Inside and/or outside the school
- Significant body of evidence showing value
- Also “executive level mentoring” for adults



How You Can Work with Business



Real-World Challenges

- Co-creating projects/ challenges based on real-world scenarios
- Engaging students to solve current business challenges

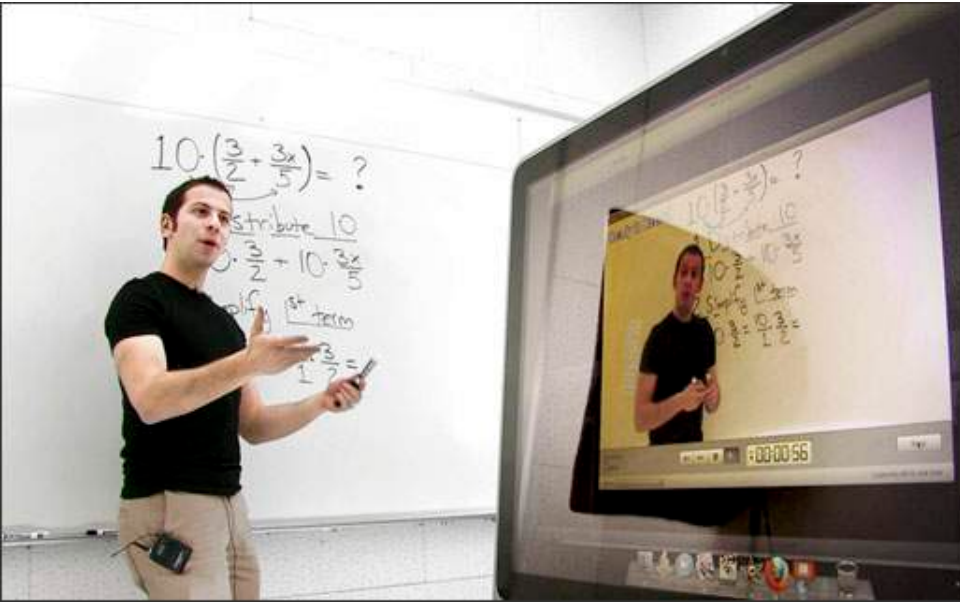
How You Can Work with Business

Student Work-Based Learning

- Workplace tours for students
- Job-Shadowing, part-day or full-day
- Short-term Internships
- Long-term, summer internships



How You Can Work with Business



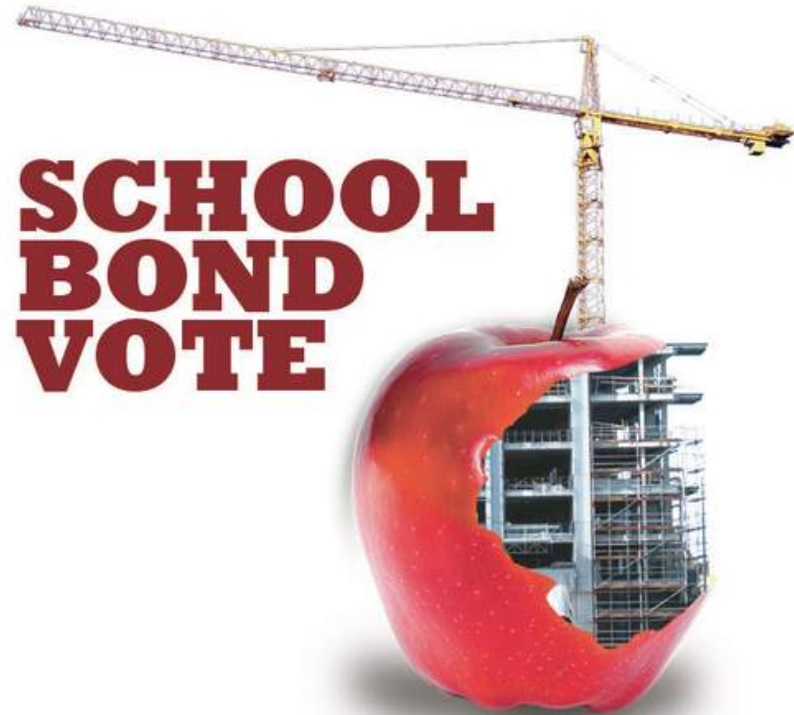
Teacher Learning Experiences

- Teacher tours/visits to work-site
- Teacher summer externships

How You Can Work with Business

Advocacy

- Public support for schools/district: bonds, enrollment, etc.
- Support for parents/caregivers
- Lobbying



How You Can Work with Business

Resource Support

- Special gifts of equipment and supplies
- Scholarships for student participation in trips and competitions
- Support for clubs and activities
- Targeted support, such as teacher grants
- Generally not core operating expenses



How You Can Work with Business

Launching new programs

- Identify workforce needs that are not linked to programs
- Create an industry advisory team to build support for a new program
- Identify potential teachers, curriculum, facilities, and equipment
- Engage postsecondary partners
- Design and implement employer activities



Taking Action

Taking Action

- **The Traditional Model:**

Identify Need > Build Program > Find Partners

– How does this model limit your success?

Taking Action

- **Problem 1: Not a Partnership**
 - If you set the goals and program structure, it's not a partnership – it's another sponsorship

- **Problem 2: Tunnel Vision**
 - If you focus on a limited set of priorities, those who could help in other areas are shut out

Taking Action

- **The Traditional Model:**

Find Partners > Identify Need > Build Program

Note: Needs are joint needs, not just those of the school or district

Taking Action

- **Why you?**
 - Businesses receive several requests for support – why should they work with you?



Taking Action

- **Why you?**
 - Businesses receive several requests for support – why should they work with you?



Return on Investment 360



Taking Action

- You understand general motivations – time to learn about specifics
- A time to ask, not to sell



Taking Action

- Remember that partnerships require all parties to have a say in what happens
- For a partnership to be strong and sustainable, all parties must benefit

Taking Action

What do engaging educators do?

1. Take time to understand the needs and concerns of employers.
2. Solicit input on program expectations and structure.
3. Welcome input – both positive and negative.
4. Respond to input, either taking action on the recommendation or explaining why it is not being followed.
5. Avoid extraneous issues during meetings – things your partners cannot influence.
6. Focus on win-win-win, 360 ROI.



Taking Action

What do engaged employers do?

1. Employers help validate relevant program standards
2. Employers provide local guidance/input
3. Employers offer work-based experiences to students/staff
4. Employers advocate for CTE
5. Employers find ways to make equipment/resources available
6. Employers help link secondary CTE, postsecondary CTE, and economic development



Other resources

- *Working with Business–A Guide for Educators*
- *Working with Educators – A guide for Business*
- *Three Factors Behind Great Business Partnerships*
- *What Gets Measured Gets Done*
- *Volunteer Management*
- *Conducting an Asset Inventory*
- *Conducting a Strategic Review*
- *What’s in it for Your Partner Organization*

Case Studies

New York CTE/Business Engagement

Academy for Careers in TV and Film

Finger Lakes Advanced Mfg Enterprise (FAME)

Food and Finance HS

Genessee Valley Educational Partnership

HS for Computers and Technology

New Vision Medical Careers/Rochester General

Virtual Enterprise/G.W. Hewlett HS

Westport Central School Business Readiness Course



For More Information:

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