REGIONAL COLLABORATION SELF-ASSESSMENT GUIDE

CTE | TECHNICAL ASSISTANCE CENTER OF NY
20 Prospect St., Suite 312, Ballston Spa, NY 12020
nyctecenter.org

ALLA BREVE CONSULTING
ANALYTICS WITH ANSWERS

TABLE OF CONTENTS

Introduction 3

Tools for Assessing Your Region 4

Elements of Regional Collaboration Best Practices 6

- Element 1: Engage Stakeholders 6
- Element 2: Prioritize Resources 9
- Element 3: Implement Work-based Learning 11
- Element 4: Promote Educational Support for Career Readiness 14
- Element 5: Offer Engaging Options and Incentives 16

Turning Self-Assessments Into Action 19

Appendices 21

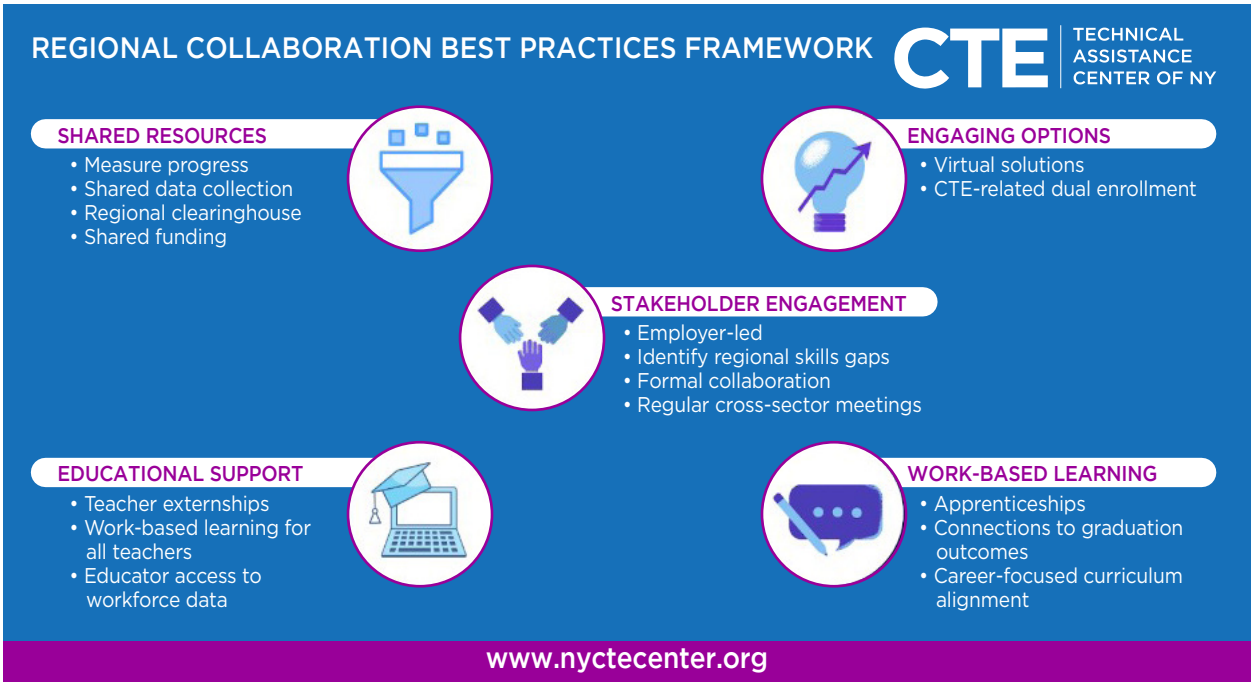
- Appendix A: Regional Collaboration Self-Assessment Rubric 21
- Appendix B: Focus Group Protocol 22
- Appendix C: Focus Group Participant Worksheet 23
- Appendix D: Electronic Survey Example 24
- Appendix E: Overview of Apprenticeships 25
- Appendix F: Framework for Work-based Learning 26
- Appendix G: Summary of "Bringing It All Together" Checklists 27
- Appendix H: Compilation of "Learn More" Resources 28
- Appendix I: References 30

Developed and written by Alla Breve Consulting for the Career and Technical Education Technical Assistance Center of NY (CTE TAC). Support for the CTE Technical Assistance Center (CTE TAC) is provided through a state contract under the Strengthening Career and Technical Education Act (Perkins V) administered by the New York State Education Department"

INTRODUCTION: PURPOSE OF THE GUIDE

The Regional Collaboration Self-Assessment Guide is designed to assist education and workforce partners in strengthening cooperative efforts and implementing best practices. With growing needs and limited resources, regional entities recognize the need to better coordinate to serve their communities. The components of this guide serve to facilitate discussions and help set priorities for these important workforce preparation initiatives.

The five elements included in this guide focus on: 1) stakeholder engagement, 2) shared resources, 3) work-based learning, 4) shared support, and 5) engaging options. The infographic below summarizes the elements and the criteria within each. Background research that informed the five elements is located in the Research Report on Best Practices for Developing Regional Workforce Collaborations Supporting the Education-To-Workforce Pipeline. Through this work, the rubric found in the appendix was developed to assess each region. This rubric, along with the guidance that follows, may be used to self-assess or to analyze with the assistance of the NYS Career and Technical Education Technical Assistance Center (CTE TAC).



The guide is divided into three sections:

1) **Tools for Assessing Your Region:** in this section, you will review various approaches to collecting data from regional partners through formal and informal means. Sample data collection protocols are provided in the Appendix.

2) **Elements of Regional Collaboration:** in this section, you will explore each of the five elements within the self-assessment rubric (located in the Appendix) and reflect on regional strengths and challenges. Each subsection is curated with activities, discussion prompts, and supplemental resources. Estimated completion times for readings and activities are provided.

3) **Turning Self-Assessments into Action:** this section provides suggestions for utilizing the insights from this guide to strengthen and expand regional education and workforce development efforts.

Let's get started!

TOOLS FOR ASSESSING YOUR REGION

ASSESSING YOUR REGION'S COLLABORATION

Estimated Reading Time: 10 minutes

Effectively assessing your region's collaboration extends beyond listing cooperative agreements and joint-funding arrangements. It involves examining how those collaborative relationships formed, and the efforts involved to manifest cooperative programming in your region. To dive deeper means connecting with educators, industry, and community partners involved in regional efforts to learn their perspectives, either as a group or individually. Doing so enhances the shared pool of understanding and perspective among stakeholders, while also creating opportunities to celebrate areas of success and more deeply explore opportunities for improvement.

Begin with the element in mind. Before deploying data-gathering techniques with educators, industry, and community partners, determine which element(s) of effective regional collaboration you are focusing on. Afterward, utilize the self-reflective prompts provided in each element section of this guide to tailor your discussion or survey questions to gather relevant input from participating partners.

Assessing your evidence-gathering options. Regional partners can assess the five elements of effective regional collaboration through a variety of data collection methods, each with their own suitable conditions and considerations. Just as career pathways vary per student or jobseeker, assessment options require similar thoughtfulness and intention to ensure the approach(es) you use will be effective in your region. Usage and feasibility tips are provided with each data collection method for your region's consideration.

- **Facilitated group discussions.** Where in the region (and when) do education, industry, and community partners have an opportunity to meet? Whether during a Workforce Development Board session, a Chamber of Commerce Committee meeting, a school or BOCES Local Advisory Committee meeting, or even an ad hoc gathering of regional partners, setting time to intentionally discuss existing, as well as potential future, partnerships with education, industry, and community partners can elicit new ideas and promote stronger bonds of collaboration.[1] A facilitated group discussion is typically with 12-15 people and can last from 30-90 minutes in length, depending on availability. Ideally, the focus group will be long enough to collect input from all individuals for all the topics included in the discussion. The focus group discussion protocol involves a series of questions aligned to the regional collaboration best practices and the facilitator should provide opportunities for all members to contribute, either verbally or in writing. To promote an equitable and inclusive process, be sure to coordinate scheduling well in advance with stakeholders. See Appendix B for an example discussion protocol.
- **Online surveys.** Whether replacing or supplementing a facilitated group discussion, online surveys are a convenient and cost-effective option for gathering valuable insights and information about workforce development and education needs, challenges, and opportunities. An example of a survey to assess high quality CTE programs can be found on the Association of Career and Technical Education[2] site. A survey approach is particularly useful when there are more than 15 people to gather information from or when the information will be gathered on a quarterly or annual basis. Appendix D provides an example survey tailored to the rubric elements outlined within this Guide.

[1] For suggestions on recruiting prospective members and/or forming an Advisory Committee, see https://nyctecenter.org/images/Advisory_Committees_Handbook_2023_508.pdf

[2] For additional information about self-evaluating CTE programs, see https://www.acteonline.org/high-quality-cte-evaluation

- **Environmental scan and document analysis.** Assessing how information is publicly shared and circulated is another valuable tool available to regional leaders for assessing regional collaboration. Using the rubric table contained within each element's section, take note of where information is shared (e.g., social media, job boards, mail, etc.), which audiences the content is designed for (e.g., job-seekers, employers, social service agencies, community organizations, state agencies, etc.), and how involved stakeholders are in workforce development programming and services (e.g., local workforce development plans). Additionally, if there are public fact books or dashboards that contain regional education and job trends, these can provide a wealth of insight for the region's environmental scan.

ELEMENTS OF REGIONAL COLLABORATION BEST PRACTICES

ELEMENT 1: ENGAGE STAKEHOLDERS

Estimated Reading Time: 10 minutes

This element highlights how regional partners build cross-sector connections to identify needs and coordinate efforts. When employers lead discussions to assess the education-to-workforce pipeline on a regular basis, regional entities are able to clarify roles and contributions toward career and technical skills development activities that meet regional needs.

Employer-led regional efforts involve leading conversations with education and community partners[3] and facilitating discussions around the skills and technologies in demand. Regional partnerships can leverage this industry knowledge to enhance career and skills development, informing curricula in CTE programming. Industry partners also can contribute to educational resources and services, such as providing on-the-job training opportunities for students and job seekers, to complement K-12 and college career-focused programs.

Identifying regional workforce skills gaps involves using workforce data and trends observed by educators, industry, government, and community partners. Regular input from businesses through meetings and surveys allows education and community partners to create and/or update programs to match in-demand occupations within their region.[4]

Consistent and formal collaboration should include industry and education partners. In fact, the Workforce Innovation and Opportunity Act (formerly the Workforce Investment Act) requires cross-sector representation.[5] Regularly scheduled meetings promote effective workforce solutions and build trust and relationships among local partners.[6]

To summarize, regions can effectively engage education, industry, government, and community partners to identify and address workforce development needs, as noted in the table below.

Regional leaders have all of the following in place	Examples of engaging stakeholders
• Employer-led regional efforts	• Industry partners involved in convening cross-sector discussions about workforce needs
• Identification of regional workforce skills gaps and priorities	• Frequent circulation of labor market data and trends that exist in the region
• Formal collaboration across sectors	• Cooperative agreements for service delivery and programming, such as articulated or dual college credit agreements for high school students
• Regularly scheduled cross-sectional meetings	• Monthly meetings with education, industry, and community partners

[3] For example, NYSDOL maintains a database for regional occupational projections located here https://nyctecenter.org/planning/regional-occupational-projections-database

[4] Mezera & Suffren, 2018, p. 7

[5] For a list of required participants, see page 33 (https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf).

[6] Mezera & Suffren, 2018

Did You Know?

- The Business Services Unit (BSU) of Suffolk County's Department of Labor, Licensing & Consumer Affairs engages with industry partners to identify needs and examine industry-specific career pathways to inform regional efforts. The BSU connects with businesses through various cross-sector meetings, including Suffolk County's Industrial Development Agency (IDA) meetings, to assist businesses with their hiring needs and provide guidance for companies relocating or resizing in Suffolk County.[7]
- In Onondaga County (Central NY), the Work Train initiative, led by CenterState Corporation for Economic Opportunity (CEO), addresses complex workforce challenges by convening industry, government, and community representatives to collaboratively develop sustainable, partnership-based strategies. Strategies stemming from these partnerships provide career acquisition and advancement opportunities for job seekers.

How Does Your Region Engage Stakeholders?

By engaging with partners to share their perspectives, regions can more accurately assess who is included and who may be invited to support regional workforce efforts. This non-exhaustive list can be altered as needed to fit the context of your community.

Determining Your Region's Strengths

- How do education, industry, and community partners contribute to the identification of regional priorities?
- Which entity in your region provides the most significant leadership for convening regional partners?
- What outreach efforts are in place to develop partnerships to ensure regional priorities are informed by employer and community needs?

Identifying Your Region's Challenges

- What scheduling, geographic, or technological challenges prevent regular collaboration among regional partners?
- To provide quality CTE for students, what CTE advisory committees are in place, and do they have sufficient representation?

Recognizing Regional Opportunities

- What innovations for workforce development have been made possible through the collaboration of education, industry, and community partners?
- What opportunities (e.g., conferences, advisory committees, etc.) are available for BOCES CTE educators to collaborate with school district leaders along with the industry and community partners?

Minimizing Regional Obstacles

- What barriers prevent sharing across regional partners?
- How has collaboration among education, industry, and community partners effectively addressed obstacles that would have otherwise remained if partners did not work together?

[7] Suffolk County "Local Plan 2021-2025"

Bringing it All Together

To summarize, this section provides a checklist that, together with the rubric in the appendix, workforce leaders and partners can utilize for assessing Element 1. This checklist provides a general overview of your region yet should be complemented with more in-depth data collection, such as surveys or facilitated discussions, for more accurate results.

- Your region speaks with one voice about regional priorities for growing the education-to-workforce pipeline.
- Regional workforce skills gaps and priorities are jointly identified by education, industry, government, and community partners.
- Regional partners meet consistently (i.e., meetings regularly scheduled).
- Regional collaborations include education (including BOCES and school district representatives), industry, government, and community partners.

Moving forward, based on the number of items you have checked for your region and discussions with regional partners, there may be a need to expand or develop strategies within this element. Additional suggestions for next steps can be found in Section 3.

Learn More

- Advance CTE, a national association supporting CTE directors and professionals, emphasizes how state and local partnerships are invaluable for effectively building career pathways.
- The CTE Technical Assistance Center of New York encourages education and industry partners to build collaborative relationships rather than one partner leading and others following. Doing so ensures partners feel mutually invested and helps build trusting, collaborative networks.
- CTE TAC and NYSED developed the Advisory Committees Handbook outlining several types of CTE advisory committees regions may form to promote quality career and technical education for students. In addition to supporting high-quality CTE, the establishment and maintenance of advisory committees cultivate closer relationships and better communication among education, industry, and community partners.

ELEMENT 2: PRIORITIZE RESOURCES

Estimated Reading Time: 10 minutes

In this element, sharing and prioritizing resources to improve efficiency and effectiveness are the key themes. Centralized data collection allows partners to share economic trends and job demands, while regional clearinghouses increase shared awareness of resources available. Acquiring funding and pooling resources at the regional level can help meet workforce needs more efficiently.

A formal, centralized system for collecting regional workforce data establishes a shared baseline for partners. A convening agency or partner can collect and report economic trends, job demand, workforce resources, and skills through a collaborative document or data dashboard. This information can be analyzed for current and future gaps between supply and demand, with resources monitored to address these gaps.[8]

A regional clearinghouse of public resources offers job seekers, employers, and partners an accessible platform for information. In New York, the One-Stop Operator framework required by the Workforce Innovation and Opportunity Act of 2014 (WIOA) centralizes services by pooling resources, reducing redundancies and simplifying access to workforce resources. This type of information can be segmented into regions to provide more targeted insight for local partners.

Promoting shared funding allows workforce partners to pool resources, maximizing service delivery and improving programs. This includes sharing equipment and spaces and pursuing grants as a regional consortium. By combining knowledge and expertise to secure regional funding, partner agencies avoid duplication and can work toward program sustainability.

To summarize, regions can effectively collaborate to maximize and prioritize available resources in a number of ways, as noted in the table below.

Regional leaders have all of the following in place	Examples of prioritizing resources
• Formal, centralized system to collect data on workforce needs	• A database of regional workforce employment trends and CTE program enrollment data
• Regional public-facing clearinghouse of resources	• Central repository of regional resources that any partner can access (e.g., technology tools, online databases, etc.)
• Shared funding (acquisition and distribution)	• Memorandum of Agreement (MOA) for using equipment obtained through regional grant funding

Did You Know?

- Located within the BOCES Educational Resource Center (BERC) in Nyack, Rockland Works (Rockland County) is "Rockland's one-stop employment and training resource." While regional collaboration is common across NYS, Rockland Works uniquely has representatives from education, industry, government, and community partners all under one roof. Through this, representatives are constantly working together to improve services and can convene swiftly when needed.
- Businesses in the Cayuga-Cortland area (Central NY) can call on the "Street Beaters" for help. Composed of a cross-representation of education, industry, community, and government partners, the Street Beaters provides training and funding support, and more, to businesses. During their monthly meetings, representatives identify local and

[8] Burgess & Williams, 1997, p. 21-22

regional needs to effectively support workforce development efforts.

How Does Your Region Prioritize Resources?

By supporting a centralized system for tracking and reporting workforce needs and trends, regional workforce partners can recognize strategic challenges to their economies and more effectively prioritize and share resources to meet workforce needs. This non-exhaustive list can be altered as needed to fit the context of your community.

Determining Your Region's Strengths

- What practices are currently in place to ensure education, industry, and community partners have up-to-date information on workforce needs and trends?
- Which organization(s) in your region provide the most current and reliable information related to workforce needs and trends?

Identifying Your Region's Challenges

- Do regional partners know where to access data about regional trends or resources available to job seekers?
- How do organizations determine partnerships for acquiring funding, either independently or jointly with other workforce partners?

Recognizing Regional Opportunities

- How do education, industry, and community partners work together to develop shared resource and funding arrangements?
- What programs have been made possible through collaborative resource and funding sharing in your region?
- What formalized, structured approach is in place to coordinate partnerships, such as an advisory board or industry-focused cross-sector partnership?

Minimizing Regional Obstacles

- How are redundancies minimized and inefficiencies in the workforce development system identified?
- How have policy-based barriers affected joint-funded workforce development services among partners?

Bringing It All Together

This section provides a checklist that workforce leaders and partners can utilize for assessing how effectively your region prioritizes and shares resources to meet workforce needs. This checklist provides a general overview of your region yet should be supplemented with more in-depth data collection, such as surveys or facilitated discussions, for more accurate results.

- There is a central system to collect and share data on workforce needs.
- There is a publicly accessible clearinghouse of regional resources and/or other systems for sharing resources, like equipment, space, expertise.
- Regional partners have a process for acquiring shared funding.
- Regional partners have a process for distributing shared resources.

Moving forward, based on the number of items you have checked for your region and discussions with regional partners, there may be a need to expand or develop strategies within this element. Additional suggestions for next steps can be found in Section 3.

Learn More

- The Career and Technical Education (CTE) Technical Assistance Center (TAC) of New York provides information on public resources and services designed to help overcome obstacles to employment and graduation, including content regarding special populations.

- Labor market statistics provided by NYSDOL's Division of Research and Statistics are an invaluable resource used by regions across NYS to inform their workforce development programming and service delivery goals. This can also be accessed and sorted through CTE TAC's Regional Occupational Projections Database.

ELEMENT 3: IMPLEMENT WORK-BASED LEARNING

Estimated Reading Time: 10 minutes

This element focuses on how work-based learning opportunities provide multiple benefits for K-12 students as well as general job seekers. It is important to recognize differences between K-12 students and students in higher education, as each will have specific needs and challenges regarding workforce development.[9]

Apprenticeships are invaluable opportunities for students to explore careers and develop essential career pathway-related skills. The New York State Department of Labor (NYSDOL) outlines a spectrum of apprenticeship training opportunities, such as internships, pre-apprenticeships, direct-entry programs, informal apprenticeships, and registered apprenticeships, which workforce development programs can leverage to expand career awareness, exploration, and the development of pathways for students (see Appendix E for more details).

Work-based learning (WBL) opportunities reflect collaborative partnerships between education and industry partners to provide enriching learning experiences for students outside of the classroom environment. WBL Programs registered with the Office of Career and Technical Education provide students with experiences that count toward their academic progress, such as graduation requirements, GPA, honors programs, and credit acquisition. While unregistered WBL experiences cannot count toward academic credit on their own, there are many ways these experiences can satisfy credential and graduation requirements (see here for more information about the benefits and approaches for registered and unregistered WBL experiences).

Aligning school curriculum with applications to business and industry can spark interest in regional workforce opportunities. More importantly, aligning curriculum with a career-focused progression of activities (see Appendix F) generates continuity and connections for students at an early age, whether or not they choose a CTE program. With career awareness in the primary grades, career exploration at the elementary level, and career preparation and training at the secondary level, students will be more cognizant of career pathways after high school and more prepared for post-secondary education and employment.[10] Schools collaborating with industry and community partners can expand career awareness and exploration through job fairs and interactive career workshops for CTE-focused clusters.

To summarize, regions can effectively collaborate to implement a number of work-based learning opportunities for students, as noted in the table below.

[9] Burgess & Williams, 1997

[10] For more information about the Career Development and Occupational Studies Curriculum and Guidance Plan for Counselors, please visit https://dol.ny.gov/labor-data https://www.nysed.gov/curriculum-instruction/career-development-and-occupational-studies-cdos-standards and https://www.p12.nysed.gov/sss/documents/SchoolCounselingPlanGuidance.pdf

Regional leaders have all of the following in place	Examples of work-based learning implementation
• Apprenticeships are available and have participation by students	• Apprenticeships, on-the-job training, and shadowing opportunities for students
• Work-based learning contributes to graduation requirements, credit acquisition, and/or factor into student GPA and honors programs	• Education and industry partnerships provide K-12 students learning experiences that satisfy graduation and credentialing guidelines (see NYSED's Work-Based Learning Programs here)
• Curriculum is aligned to promote career awareness, exploration, preparation, and training for students	• Guest speakers, job fairs and interactive career workshops to increase student awareness in CTE-related industries

Did You Know?

- In the Genesee-Livingston-Orleans-Wyoming (GLOW) region (Finger Lakes), 1,600+ students annually attend the GLOW With Your Hands events which provide hands-on career exploration.
- The Manufacturer's Alliance Intermediary Apprenticeship Program (MIAP) partners with NYSDOL and the Manufacturers Association of Central New York (MACNY) to service more than 60 companies regionally (200 statewide) in more than 20 different advanced manufacturing trades. They partner with schools to provide WBL experiences of different kinds to CTE students.

How Does Your Region Implement Work-Based Learning?

By engaging with partners to share their perspectives, regions can more accurately assess who is included and who may be invited to support regional workforce efforts. This non-exhaustive list can be altered as needed to fit the context of your community.

Determining Your Region's Strengths

- How do education, industry, and community partners leverage their resources and services to provide work-based learning opportunities for students, regardless of CTE-enrollment status?
- Which work-based learning programs are most successful in your region for engaging CTE-enrolled and general students?
- How do partners collaborate to sequence CTE programs to lead into one or more recognized post-secondary credentials, including industry certifications, licenses, apprenticeship certifications, post-secondary certifications, and degrees?

Identifying Your Region's Challenges

- How are evaluations of work-based learning programs conducted and circulated among education, industry, and community partners?
- How do education, industry, and community partners work together to design and support K-12 and post-secondary career awareness and exploration?
- How is the CTE curriculum evaluated and updated by relevant stakeholders to ensure it meets current and future workforce demand and skill needs, including modern industry advancements, evidence-based program models, and evaluations of student performance?

Recognizing Regional Opportunities

- What work-based learning opportunities have been made possible through the collaboration of education, industry, and community partners?
- What innovations has your region integrated to increase accessibility of work-based learning for CTE-enrolled and general students?
- How do education partners collaborate to design and implement career pathways that are aligned to local, regional, and state workforce needs?

Minimizing Regional Obstacles

- What might prevent students from participating in career exploration and career development WBL activities?
- What barriers do educators and industry partners experience when developing career exploration opportunities for students?

Bringing it All Together

To summarize, this section provides a checklist that workforce leaders and partners can utilize for assessing Element 3. This checklist provides a general overview of your region yet should be supplemented with more in-depth data collection, such as surveys or facilitated discussions, for more accurate results.

- Apprenticeships and other work-based learning opportunities are available for all students, not only CTE-enrolled students.
- Career awareness curriculum extends K through 12.
- Employers are engaged in the design and implementation of CTE programs that fulfill local and/or state graduation requirements.

Moving forward, based on the number of items you have checked for your region and discussions with regional partners, there may be a need to expand or develop strategies within this element. Additional suggestions for next steps can be found in Section 3.

Learn More

- Career Awareness events, such as GLOW With Your Hands, ROC With Your Hands, and Career Jam, present youth and job seekers opportunities to discover and explore career pathways with local industries and businesses.
- Among the Graduation Measures noted in the NYS Blue Ribbon Commission's 2023 report, it was recommended that schools "ensure access to career and technical education (CTE), including internships and work-based learning opportunities for all students across New York State." More information about the Blue Ribbon Commission's latest Graduation Requirements info is provided here.
- NYSDOL provides regionally specific information on Registered Youth Apprenticeship opportunities and pathways into them, such as career exploration and pre-apprenticeship programs.
- Visit the CTE TAC website for more information about CDOS Credentials.

ELEMENT 4: PROMOTE EDUCATIONAL SUPPORT FOR CAREER READINESS

Estimated Reading Time: 10 minutes

Expanding CTE resources for educators is the focus of this element, as it enhances their awareness and understanding of workforce trends. By offering work-based learning experiences for teachers (and even administrators) and providing educators with industry data, education partners will be more prepared to support students for multiple post-secondary pathways.

Teacher externships enhance awareness of workforce demands, enabling educators to integrate essential career skills as well as the most up-to-date technical skills into their curriculum (across all content areas). These extended, embedded opportunities should be available for CTE and non-CTE teachers. This is a key focus in New York State Department of Labor's Educator Career Development Ambassador Program (see "Learn More" below) which helps educators and K-12 school staff create workforce-informed curriculum.

Work-based professional learning allows teachers (across all content areas) to explore professions within the region. As a part of professional development offerings, schools should allow for teacher and school counselor industry visits, shadowing, and other work-based learning opportunities to help connect lessons to career applications.[11]

Educator access to workforce data means supporting K-12 career-based curriculum with information about current and emergent industry trends. Access to updated data ensures that teachers will be able to adapt lessons and prepare students for regional needs.

To summarize, regions can effectively collaborate to promote educational support for career readiness in a number of ways, as noted in the table below.

Regional leaders have all of the following in place	Examples of promoting educational support for career readiness
• Teacher externships are available and utilized by educators	• Educators have high-quality, long-term, intensive, and sustained professional development to explore careers available within a local industry
• Work-based professional learning opportunities in region for all educators	• Professional development programs support educators in learning general and industry-specific workforce information
• Educator access to workforce data	• Industry, community, and government partners regularly share labor and workforce data with education partners to enhance curriculum

Did You Know?

- Founded in 2004, the Workforce Professional Training Institute (WPTI) helps advance "core competencies and knowledge" through professional development opportunities for frontline workforce practitioners and program leaders in New York.
- In Dutchess County (Hudson Valley), employers share up-to-date information on the knowledge, skills, and abilities (KSAs) required for in-demand careers with educators to strategize and enhance services offered.

[11] CTE Technical Assistance Center of New York [CTE TAC]. (n.d.). Nine Strategies for Business/Education Collaboration: Common Sense Approaches for Exceptional Results.

How Does Your Region Promote Educational Support For Career Readiness?

By engaging with partners to share their perspectives, regions can more accurately assess who is included and who may be invited to support regional workforce efforts. This non-exhaustive list can be altered as needed to fit the context of your community.

Determining Your Region's Strengths.

- How do industry and community partners leverage their resources and services to provide work-based professional learning opportunities for education partners?
- Which work-based professional learning programs in your region are successful in training education partners in workforce needs and in-demand skills?

Identifying Your Region's Challenges

- What contract limitations might prevent teachers from participating in career readiness opportunities?

Recognizing Regional Opportunities

- How may industry and community partners further collaborate so education partners can access workforce data and experiences to inform career readiness instruction?
- What ongoing, rigorous CTE-focused professional development is currently available to educators and school staff in the region?

Minimizing Regional Obstacles

- How may industry and community partners collaborate to provide work-based professional learning opportunities that work within academic calendars of education partners?

Bringing it All Together

To summarize, this section provides a checklist that workforce leaders and partners can utilize for assessing Element 4. This checklist provides a general overview of your region yet should be supplemented with more in-depth data collection, such as surveys or facilitated discussions, for more accurate results.

- Work-based learning opportunities are encouraged for all educators (i.e., not just CTE educators).
- Educators can access workforce data to inform career readiness instruction.
- Both CTE and non-CTE educators have the opportunity to participate in externships at local job sites.

Moving forward, based on the number of items you have checked for your region and discussions with regional partners, there may be a need to expand or develop strategies within this element. Additional suggestions for next steps can be found in Section 3.

Learn More

- In partnership with NYSED, NYSDOL launched the first Educator Career Development Ambassador Program in 2023 to support grade 6-12 teachers, librarians, and counselors in creating workforce-informed curriculum. Based on first year success, the program's capacity doubled from 30 to 60 participants, reflecting strong interest from K-12 educators and staff in integrating career awareness and development into their lessons and curriculum.
- The CTE Technical Assistance Center of New York hosts a "Framing Tomorrow: Regional Collaboration To Shape The Future" series which brings together education, industry, and community partners across various regions to network and collaborate.

ELEMENT 5: OFFER ENGAGING OPTIONS AND INCENTIVES

Estimated Reading Time: 10 minutes

In this element, the focus is on innovative ways to incentivize participation in CTE programs and engage learners. Students should have various options for career readiness opportunities, including apprenticeships, internships, and job shadowing. Incentives include opportunities like earning college credit for career-based degree programs and experiencing virtual solutions for work-based learning and mentoring.

Articulation and dual-enrollment opportunities typically involve secondary CTE programs partnering higher education institutions so students may obtain college credits while simultaneously satisfying their high school graduation requirements. Additionally, certification programs requiring field work or clinical hours may be fulfilled through regional partnerships.

Innovative opportunities and experiences acknowledges alternate structures to instructional experiences such as worksite simulations, virtual reality (VR), and augmented reality (AR). These technological solutions allow for additional exposure to career pathways that can spark student interest. They are particularly valuable for communities where transportation-related obstacles may impede students from attending a CTE program or conducting worksite visits. Additionally, VR and AR simulations offer unique experiences for students to closely observe potentially hazardous conditions in fields like welding and health sciences without risks of safety and needing personal protection equipment (PPE).

Online mentoring is another innovation that has become more common in response to the COVID-19 pandemic. Online mentoring, partnering students with industry professionals using virtual meeting platforms, increases service accessibility to all and particularly enhances the learning experience of individuals with mobility-related disabilities, limited access to transportation, or lack of childcare to attend in-person training.

To summarize, regions can effectively collaborate to provide a number of engaging options and incentives for students, as noted in the table below.

Regional leaders have all of the following in place	Examples of promoting engaging options and incentives
• Virtual solutions, including simulations, VR, AR, and online mentoring	• Students can experience career-related activities using VR prior to enrolling in a CTE program as well as embedded in their CTE program
• CTE-related articulation and dual enrollment	• Students earn college credits and industry-recognized credentials in CTE fields while in high school, preparing them for both college and career

Did You Know?

- As witnessed at a GLOW regional meeting (Finger Lakes), Virtual Training Simulation software is available through regional Department of Labor offices. Schools and workforce development offices can borrow them for events. Through this VR solution, people can experience typical activities in a variety of fields such as automotive, culinary, and precision measurement. Most modules are 10-20 minutes and can be experienced during career fairs and job exploration units in a classroom, for example. This exposure can build awareness and generate interest in hands-on careers that are growing within a region as seen in this Warren County Department of Workforce Development (Capital Region/North Country) newsletter
- In the North Country region, articulation and dual enrollment opportunities between CTE and colleges are available across many programs. During an open house event with industry representatives, students and staff shared how college credit could be earned

while students attend CTE classes. For example, at Jefferson Community College, the EDGE Program provides students in high school the opportunity for college credit with several BOCES offering courses that can earn credit. See the list of courses here.

How Does Your Region Offer Engaging Options And Incentives?

By engaging with partners to share their perspectives, regions can more accurately assess who is included and who may be invited to support regional workforce efforts. This non-exhaustive list can be altered as needed to fit the context of your community.

Determining Your Region's Strengths

- How do education, industry, and community partners leverage their resources and services to enhance technology-based exposure to careers?
- What CTE articulation and dual enrollment opportunities have the most enrollment?
- What cutting-edge, industry-driven equipment, technology, and materials have been most effective in supporting CTE in your region?

Identifying Your Region's Challenges

- Are regional partners equipped with innovative technology solutions? Are staff prepared to implement them?
- Are students and families aware of the CTE articulation and dual enrollment opportunities that exist in the region?

Recognizing Regional Opportunities

- How do education, industry, and community partners work together to design virtual mentoring opportunities for students and jobseekers?
- Which CTE programs can add an articulation or dual enrollment option based on regional education partners?

Minimizing Regional Obstacles

- What barriers exist in being able to implement innovative solutions? How can regional partners work together to address them?
- What programs have facilities, equipment, technology, and/or materials that are outdated (e.g., automotive equipment) or too costly to replace frequently (e.g., specialized medical supplies) and might use VR solutions to close the opportunity gap for students?

Bringing it All Together

To summarize, this section provides a checklist that workforce leaders and partners can utilize for assessing Element 5. This checklist provides a general overview of your region yet should be supplemented with more in-depth data collection, such as surveys or facilitated discussions, for more accurate results.

- Virtual and/or augmented reality solutions are made available to increase exposure to careers.
- Articulation agreements and dual-enrollment programs are available for CTE as well as for traditional college preparatory courses.
- Students have virtual and in-person mentors in their field of interest.

Moving forward, based on the number of items you have checked for your region and discussions with regional partners, there may be a need to expand or develop strategies within this element. Additional suggestions for next steps can be found in Section 3.

Learn More

- The New York State Department of Labor (NYSDOL) has a partnership with Coursera to provide online access to nearly 4,000 programs.
- The nonprofit SkillUp Coalition "helps individuals secure high-opportunity employment" by assessing career interests through a comprehensive career platform.
- Promoting the development of comprehensive and adaptable CTE-focused career pathways, Advance CTE created the CTE Without Limits and Pushing the Limits documents to support CTE Leaders with step-by-step guidance for improving CTE systems and strategies.

TURNING SELF-ASSESSMENTS INTO ACTION

Once you have completed the self-assessment steps in the previous chapters, the action begins! Whether through informal discussions and reflections at regional meetings or formal processes within a strategic planning cycle, information from this guide can be used within your region to:

- Create action plans that enhance regional strengths, leverage opportunities, and work to address or minimize obstacles that prevent regional efforts in building the education-to-workforce pipeline;
- Evaluate existing regional efforts to determine if progress was made in targeted areas;
- Combine with other data such as resource mapping of programs and services and stakeholder feedback regarding student and community needs to create a long-term strategic plan for the region;
- Apply for funding to grow regional programs and services or address gaps in program delivery; and
- Connect with other regional efforts or statewide agencies to prepare for upcoming legislative changes, such as revisions to graduation requirements that may impact career and technical programming and business involvement in demonstrating various proficiencies.

As regional partners representing **jobs**, **education**, and **social services** sectors explore opportunities to connect, one way to consider self-assessment findings across the five elements is from a systems level, across these three pillars. After considering all of the components within each element, the region will be able to organize its strengths and opportunities as well as its challenges and barriers. From a systems perspective, regions can focus on the three pillars and determine how to expand strengths identified and how to leverage partnerships to address gaps. In the following table, the green shading indicates a pillar of strength while red indicates a pillar that is in need of support. The “Next Steps” column offers a starting point for the region planning discussions based on their findings across these three pillars.”

In the following table, the blue shading indicates a pillar of strength while gray indicates a pillar that is in need of support. The "Next Steps" column offers a starting point for the region based on their findings across these three pillars.

ADDRESSING REGIONAL BARRIERS FROM A SYSTEMS PERSPECTIVE

Pillar 1	Pillar 2	Pillar 3	Next Steps
Jobs	Education	Social Needs	If jobs opportunities are growing but there are few education/training programs and social needs are a barrier, then what remote training options are available to support skills attainment (Element 5)?
Jobs	Education	Social Needs	If social needs are the greatest challenge (e.g., transportation to programs, childcare), how can state agencies and other regional partners help address this challenge (Element 1)?
Jobs	Education	Social Needs	If education opportunities are available and jobs and social needs are obstacles, the region should focus on how to connect with other agencies to address barriers (Element 1).
Jobs	Education	Social Needs	If education and social supports are in place but jobs are limited, exposure to and preparation for jobs in other areas (Elements 3 and 4) or identification of new opportunities within the region (Element 1) would help.
Jobs	Education	Social Needs	If social needs are met, but jobs and educational opportunities are limited, Element 5 may be the focus so the region can develop innovative, virtual ways to support the needs in the community.
Jobs	Education	Social Needs	In this scenario where education gaps exist, industry-recognized credentials and/or the development of additional or modifications of CTE programming (Element 3) may be a way to provide the career pathways needed.

As you turn your self-assessments into action, contact your Regional Field Associate with the Career and Technical Education Technical Assistance Center (CTE TAC) of New York to discuss ways to strengthen regional collaboration efforts among secondary, post-secondary CTE programs and business and industry through the use of this guide. The regional best practices self-assessment tool can provide a common lens and common language for partners in education, workforce development, and community agencies. Through assessing existing efforts, your region can identify and share best practices with other regions and coordinate strategies to strengthen the education-to-industry pipeline.

The CTE TAC website has a page dedicated to regional collaboration here.

APPENDICES

Appendix A: Regional Collaboration Self-Assessment Rubric

Engage stakeholders	☐ Regional Leader	☐ In Place	☐ In Development	☐ Not Started

Regional leaders have all of the following in place:

- Employer led regional efforts
- Identification of regional workforce skills gaps and priorities
- Formal collaboration across sectors
- Regularly scheduled cross-sectional meetings

Questions to consider:

- Does your region speak with one voice?
- How are regional workforce skills gaps and priorities identified?
- How often do CTE stakeholders meet?
- Does collaboration involve partners from all of the following:
  - Industry, Nonprofit, Public Sector?
  - K-12, Higher Education, Job Training Providers?
  - Economic Development Agencies?

Prioritize resources	☐ Regional Leader	☐ In Place	☐ In Development	☐ Not Started

Regional leaders have all of the following in place:

- Formalized/centralized system to collect data on workforce needs
- Regional public facing clearinghouse of resources
- Shared funding (acquisition and distribution)

Questions to consider:

- Do stakeholders maximize their collective resources?
- Are there any duplicated efforts?

Implement work-based learning	☐ Regional Leader	☐ In Place	☐ In Development	☐ Not Started

Regional leaders have all of the following in place:

- Apprenticeships (are available, have participation)
- Graduation requirement/credit bearing/factor into GPA or honors
- Curriculum alignment: Career awareness • Career exploration • Career preparation • Career training

Questions to consider:

- Are non-CTE students exposed to career readiness pathways?
- Does career awareness, exploration, preparation, and training span K12, higher education, and industry?
- Are employers engaged in the design and implementation of CTE programs and graduation requirements?

Promote educational support for career readiness	☐ Regional Leader	☐ In Place	☐ In Development	☐ Not Started

Regional leaders have all of the following in place:

- Teacher externships (available, participation)
- Work-based professional learning, opportunities in region (not just CTE teachers)
- Educator access to workforce data

Questions to consider:

- Are work-based learning opportunities encouraged for all educators? (i.e., not just CTE educators)
- Can educators access data and experiences to inform career readiness instruction?

Offer engaging options and incentives	☐ Regional Leader	☐ In Place	☐ In Development	☐ Not Started

Regional leaders have all of the following in place:

- Virtual solutions — simulations, VR/AR, online mentoring
- CTE-related Dual Enrollment

Questions to consider:

- Are internships, learning, mentoring, teacher externships, and other opportunities available virtually?
- Are dual enrollment programs only for college preparatory courses?
- Do students have options and incentives in career readiness (apprenticeships, internships, and mentoring)?

Appendix B: Focus Group Protocol

Facilitator: _____ Date: _____ Time Start: _____ No. of attendees: _____

Overview of the purpose and process

To encourage the informed and active engagement of all attendees, the facilitator should articulate the following:

- The facilitator's role is to present questions, capture remarks, and ensure equitable engagement of all participants.
- The purpose of the facilitated discussion is to explore how education, industry, community, and government representatives within the region effectively collaborate to address workforce development needs.
- The facilitated discussion process requires no advanced preparation and there are no "right" answers. Participants are invited to answer a limited series of questions about regional workforce development efforts and the regional collaborations supporting those efforts.
- Information shared in the facilitated discussion is for exploratory purposes within the scope of the self-assessment. Information shared will not be associated with any participants to preserve an honest and authentic discussion for improving workforce development collaborations.

Q1: SHARE NAME & ROLE/COMPANY/ORGANIZATION

Name	Role/Company
_____	_____

Q2: TOP STRENGTH (SELF-DISTINGUISHED QUALITY)

If a new business wanted to move into the area, what would you say is the top strength or benefit of being in [BLANK] County vs any other region?

Probe: What is a top priority for the region when it comes to workforce skills gaps?

Q3: IDENTIFYING PRIORITIES (ELEMENT #1)

How does your region work together to identify workforce skills gaps and priorities?

Probe: What were (are) barriers to regional collaboration?

Probe (Element #2): How does your region coordinate resources to address this priority?

Q4: WORK-BASED LEARNING (ELEMENT #3)

What work-based learning opportunities are available in your region? (e.g., apprenticeships, internships, mentoring, and work-experience credentialing for graduation)

Probe: Who is involved in developing those opportunities, and what were (are) obstacles to forming them?

Probe: How do you communicate to the various audiences of those opportunities?

Probe (Element #4): What work-based learning opportunities are available to teachers and school staff in your region?

Q5: COLLABORATION IN FIVE YEARS (VISION AND FOCUS)

Where would you like to see regional collaboration around career and technical education, and business/industry five years from now?

Probe (Element #5): What technology solutions are available to engage more students in career awareness/preparation?

Q6: WRAP-UP IS THERE ANYTHING ELSE YOU WANT TO SHARE FOR THIS PROJECT?

TIME END: _____

Appendix C: Focus Group Participant Worksheet

_____ WDB FOCUS GROUP — _____
Name *Date*

Top Stength	Identifying Priorities

Work-based Learning	Collaboration in 5 Years

Appendix D: Electronic Survey Example[12]

To identify best practices in regional collaboration supporting career and technical education (CTE) and the education-to-workforce pipeline, your participation is requested to determine which practices are in place, in development, and ready for establishment in your region.

For each of the following elements, please indicate the degree to which it exists in your region.

STAKEHOLDER ENGAGEMENT	Regional leader (an example for others)	In place (currently implementing)	Partially in place/ in development	Not started	Not sure
Employer-led regional efforts	☐	☐	☐	☐	☐
Identification of regional workforce skills	☐	☐	☐	☐	☐
Formal collaboration across sectors	☐	☐	☐	☐	☐
Regularly scheduled cross-sectional meetings	☐	☐	☐	☐	☐
PRIORITIZATION OF RESOURCES					
Formalized/centralized system to collect data on workforce needs	☐	☐	☐	☐	☐
Regional public-facing clearinghouse of resourcesFormal collaboration across sectors	☐	☐	☐	☐	☐
Shared funding (acquisition of funds and centralized distribution of shared funds)	☐	☐	☐	☐	☐
WORK-BASED LEARNING (WBL) IMPLEMENTATION					
Apprenticeships (available in the region and students are participating)	☐	☐	☐	☐	☐
WBL is a graduation requirement, bears credit, and/or factors into student GPA or honors status	☐	☐	☐	☐	☐
Curriculum alignment (career awareness in elementary, career exploration in middle/high school, career preparation and training in high school)	☐	☐	☐	☐	☐
PROMOTION OF EDUCATIONAL SUPPORTS FOR CAREER READINESS					
Teacher externships (available and teachers participating)	☐	☐	☐	☐	☐
Work-based professional learning opportunities not just for CTE teachers	☐	☐	☐	☐	☐
Educator access to workforce data	☐	☐	☐	☐	☐
ENGAGING OPTIONS AND INCENTIVES OFFERED TO STUDENTS					
Virtual solutions (e.g., simulations, augmented reality [AR], virtual reality [VR], online mentoring)	☐	☐	☐	☐	☐
Articulation and dual enrollment for CTE-related programs	☐	☐	☐	☐	☐

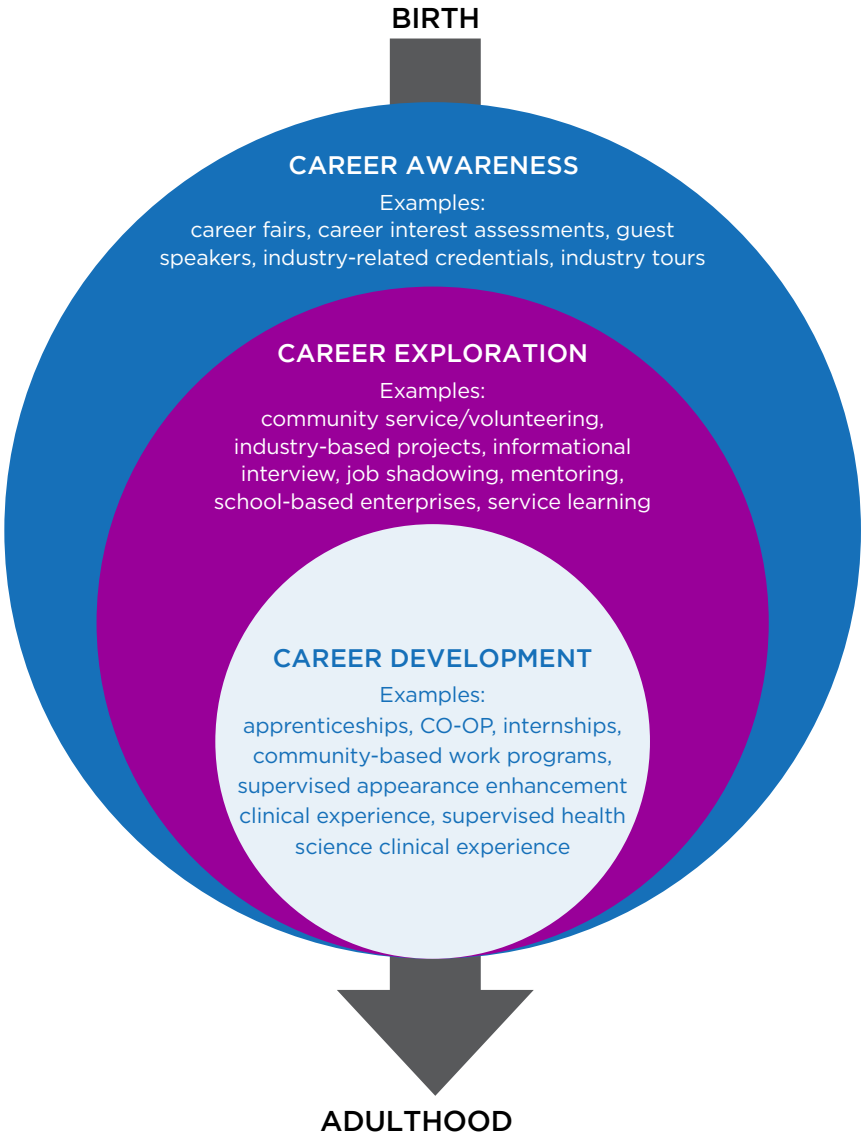
[12] This survey example uses the rubric as scaled items. It is recommended that open-ended items are added to get additional information about these areas if focus groups are not conducted in conjunction with the survey.

Appendix E: Overview of Apprenticeship Training in New York state

	Internship	Pre-Apprentice-ship	Direct-Entry Program	Informal Apprenticeship	Registered Apprenticeship
Description	A work experience tied to a student's area of study or career interests.	Designed to prepare individuals for entry into Registered Apprenticeship Programs or other job opportunities.	A type of pre-apprenticeship program used often as a way to reach underrepresented populations and to meet a company's EEO goals.	Informal or unregistered apprenticeship programs include on-the-job training experience to learn a trade.	Learning a skilled trade through on-the-job training (hands-on experience) pluse related outside academic instruction.
Length of Time	Varies	Varies from one week to 6 months	Varies from several weeks up to 6 months	Varies from 6 months to several years	1-5 years
Pay	Paid or Unpaid	Paid or Unpaid	Paid or Unpaid	Paid	Paid with built-in wage increases
Minimum Participant Age	Depends on industry	Depends on industry	Depends on in-dustry	Depends on industry	16
Nationally recognized credential received upon completion?	Generally, none	Varies	Varies	None	Nationally recognized certificate
Instruction is standardized	Generally, no	No	Yes	No	Yes
Program is regulated	Varies	Varies	No	No	Yes
Is funding available to support this program	For some programs	Yes	Yes	No	Yes
Is there a cost to the participant	No	No	No	No	Generally, no
Who can operate the program?	Empoyers and CBOs	Employers and CBOs	Must be approved by NYSDOL	Any employer	Must be approved by NYSDOL
Curriculum is standarized	No	Not across all programs	No	No	Yes
Can training be counted as prior credit and experience as part of a Registered Apprenticeship program?	Varies	Yes	Yes	Varies	—

Source: NYS Department of Labor

Appendix F: Framework for Work-based Learning



Source: https://www.nysed.gov/career-technical-education/work-based-learning-wbl-programs

Appendix G: Summary of "Bringing It All Together" Checklists

This section compiles the "Bringing It All Together" checklists from each element section for workforce leaders and partners to conveniently review and utilize for strengthening their regional collaborations.

ELEMENT 1: ENGAGE STAKEHOLDERS

- Your region speaks with one voice about regional priorities for growing the education-to-workforce pipeline.
- Regional workforce skills gaps and priorities are jointly identified by education, industry, government, and community partners.
- Regional partners meet consistently (i.e., meetings regularly scheduled).

ELEMENT 2: PRIORITIZE RESOURCES

- There is a central system to collect and share data on workforce needs.
- There is a publicly accessible clearinghouse of regional resources and/or other systems for sharing resources, like equipment, space, expertise.
- Regional partners have a process for acquiring shared funding.
- Regional partners have a process for distributing shared resources.

ELEMENT 3: IMPLEMENT WORK-BASED LEARNING

- Apprenticeships and other work-based learning opportunities are available for all students, not only CTE-enrolled students.
- Career awareness curriculum extends K through 12.
- Employers are engaged in the design and implementation of CTE programs that fulfill local and/or state graduation requirements.

ELEMENT 4: PROMOTE EDUCATIONAL SUPPORT FOR CAREER READINESS

- Work-based learning opportunities are encouraged for all educators (i.e., not just CTE educators).
- Educators can access workforce data to inform career readiness instruction.
- Both CTE and non-CTE educators have the opportunity to participate in externships at local job sites.

ELEMENT 5: OFFER ENGAGING OPTIONS AND INCENTIVES

- Virtual and/or augmented reality solutions are made available to increase exposure to careers.
- Articulation agreements and dual-enrollment programs are available for CTE as well as for traditional college-preparatory courses.
- Students have virtual and in-person mentors in their field of interest.

Appendix H: Compilation of "Learn More" Resources

This section compiles the "Learn More" resources provided at the end of each element section for workforce leaders and partners to conveniently review and reference for strengthening their regional collaborations.

ELEMENT 1: ENGAGE STAKEHOLDERS

- Advance CTE, a national association supporting CTE directors and professionals, emphasizes how state and local partnerships are invaluable for effectively building career pathways.
- The CTE Technical Assistance Center of New York encourages education and industry partners to build collaborative relationships rather than one partner leading and others following. Doing so ensures partners feel mutually invested and helps build trusting, collaborative networks.
- The CTE TAC and NYSED developed the Advisory Committees Handbook outlining several types of CTE advisory committees regions may form to promote quality career and technical education for students. In addition to supporting high-quality CTE, the establishment and maintenance of advisory committees cultivate closer relationships and better communication among education, industry, and community partners.

ELEMENT 2: PRIORITIZE RESOURCES

- The Career and Technical Education (CTE) Technical Assistance Center (TAC) of New York provides information on public resources and services designed to help overcome obstacles to employment and graduation, including content regarding special populations.
- Labor market statistics provided by NYSDOL's Division of Research and Statistics are an invaluable resource used by regions across NYS to inform their workforce development programming and service delivery goals. This can also be accessed and sorted through the CTE TAC's Regional Occupational Projections Database.

ELEMENT 3: IMPLEMENT WORK-BASED LEARNING

- Career Awareness events, such as GLOW With Your Hands, ROC With Your Hands, and Career Jam, present youth and job seekers opportunities to discover and explore career pathways with local industries and businesses.
- Among the Graduation Measures noted in the NYS Blue Ribbon Commission's 2023 report, it was recommended that schools "ensure access to career and technical education (CTE), including internships and work-based learning opportunities for all students across New York State." More information about the Blue Ribbon Commission's latest Graduation Requirements information is provided here.
- NYSDOL provides regionally specific information on Registered Youth Apprenticeship opportunities and pathways into them, such as career exploration and pre-apprenticeship programs.

ELEMENT 4: PROMOTE EDUCATIONAL SUPPORT FOR CAREER READINESS

- In partnership with NYSED, NYSDOL launched the first Educator Career Development Ambassador Program in 2023 to support grade 6-12 teachers, librarians, and counselors in creating workforce-informed curriculum. Based on first year success, the program's capacity doubled from 30 to 60 participants, reflecting strong interest from K-12 educators and staff in integrating career awareness and development into their lessons and curriculum.
- In 2025, the CTE Technical Assistance Center of New York will host their "Framing Tomorrow: Regional Collaboration To Shape The Future" series which brings together education, industry, and community partners across various regions to network and collaborate.

Appendix H, continued

ELEMENT 5: OFFER ENGAGING OPTIONS AND INCENTIVES

- The New York State Department of Labor (NYSDOL) has a partnership with Coursera to provide online access to nearly 4,000 programs.
- The nonprofit SkillUp Coalition "helps individuals secure high-opportunity employment" by assessing career interests through a comprehensive career platform.
- Promoting the development of comprehensive and adaptable CTE-focused career pathways, Advance CTE created the CTE Without Limits and Pushing the Limits documents to support CTE Leaders with step-by-step guidance for improving CTE systems and strategies.

Appendix I: References

AdvanceCTE. (2021). Strengthening Career Pathways Through the Power of State and Local Partnerships. https://careertech.org/resource/strengthening-state-local-partnerships

Burgess, P., & Williams, D. R. (1997). Best Practices in Workforce Development: A chamber of commerce perspective. The Urban Center Online, 4.17.98.

Capital Region BOCES. https://www.capitalregionboces.org/career-technical-education/

Capital Region Economic Development Council [Capital REDC]. (2022). Capital Region Annual Report & Regional Workforce Inventory. https://regionalcouncils.ny.gov/sites/default/files/2022-08/2022_Capital_Region_Progress_Report_0.pdf

Capital Region Indicators. https://www.capitalregionindicators.org/profiles

Capital Region Local Workforce Development Area Local Workforce Plan (July 1, 2021-June 30, 2025). https://dol.ny.gov/system/files/documents/2021/10/regional-plan-template-capital-region-revised-final-10.8.21.pdf

Capital Region Workforce Development Board. https://capreg.org/

CTE Technical Assistance Center of New York [CTE TAC]. (2023). Advisory Committees Handbook. https://nyctecenter.org/images/Advisory_Committees_Handbook_2023_508.pdf

CTE Technical Assistance Center of New York [CTE TAC]. (2021). Annual Report 2021. https://nyctecenter.org/images/final_CTETAC_2021_Annual_Report.pdf

CTE Technical Assistance Center of New York [CTE TAC]. (n.d.). Nine Strategies for Business/Education Collaboration: Common Sense Approaches for Exceptional Results. https://nyctecenter.org/images/files/Industry_Partnership/topstrategies.pdf

Future Skills Exchange. https://nybuildingtrades.com/future-skills-exchange.aspx

Greater Capital Region Workforce Development Boards (3) [Capital Region WDB, Columbia-Green WDB, Saratoga-Warren-Washington WDB]. Regional Workforce Plan. (2021). https://dol.ny.gov/system/files/documents/2021/10/regional-plan-template-capital-region-revised-final-10.8.21.pdf

Heyward, G., & Weiner, S. M. (2022). Developing Homegrown Talent: Eight rural school districts are using career-connected learning to contribute to the local communities' workforce. School Administrator, 79(1), 1–1.

Imperatore, C., & Hyslop, A. (2018a). ACTE Quality CTE Program of Study Framework. High-quality CTE Tools. Association of Career and Technical Education. https://www.acteonline.org/wp-content/uploads/2024/05/HighQualityCTEFramework2018.pdf

Imperatore, C., & Hyslop, A. (2018b). ACTE Quality CTE Program of Study Framework: Self-Evaluation Instrument. High-quality CTE Tools. Association of Career and Technical Education. https://www.acteonline.org/wp-content/uploads/2024/05/HighQualityCTEFramework2018_WithRubric.pdf

Lee, Y., Lee, I.-W., & Feiock, R. C. (2012). Competitors and Cooperators: A Micro-Level Analysis of Regional Economic Development Collaboration Networks. Public Administration Review, 72(2), 253–262. https://doi.org/10.1111/j.1540-6210.2011.02501.x

Mezera, D., & Suffren, Q. (2018). Building Cross-Sector Partnerships to Support Career and Technical Education Pathways: A Playbook for State Policymakers. ExcelinED.

New York State Education Department [NYSED]. (n.d.). "Work-Based Learning (WBL) Programs." CTE Content Areas. https://www.nysed.gov/career-technical-education/work-based-learning-wbl-programs

Questar III BOCES. https://www.questar.org/

Workforce Development Institute. https://wdiny.org/