Creating Partnerships that Boost College-Career Preparedness

Strategies for Business/Education Collaboration

Presented by:

Brett Pawlowski
National Center for College and
Career Transitions

NC3T
NATIONAL CENTER
FOR COLLEGE & CAREER TRANSITIONS

About NC3T - Mission

The **National Center for College and Career Transitions** is a mission-driven organization with the purpose of fostering regional college-career pathway systems that are supported and led by alliances of educators, employers, and civic organizations.

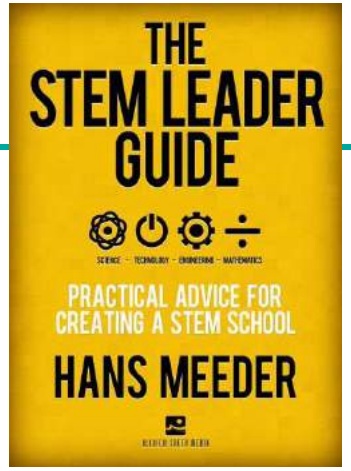
NC3T provides planning, coaching and technical assistance to help community-based leadership teams plan and implement their college-career pathway systems.

About 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.

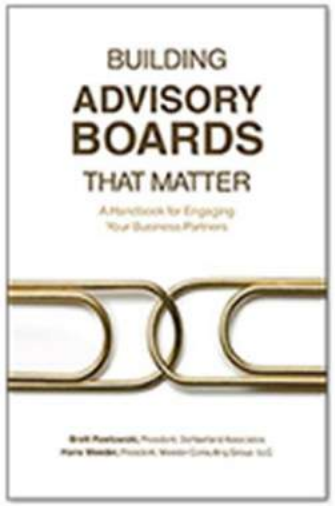
Brett Pawlowski, is cofounder of NC3T and serves as its Executive Vice President. Pawlowski has been published widely on the topic of business/ education engagement and has worked with businesses, nonprofits, and others on building effective education engagement programs. He serves as President of DeHavilland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

Resources from NC3T



The STEM Leader Guide

Practical step-by-step guide to building a STEM culture.



Building Advisory Boards That Matter

How to engage employer partners and other stakeholders to improve program results and community buy-in.

Available from ACTE at ACTEonline.org

Coming soon…

Employer Engagement Toolkit & workshops

Question:

- What is your greatest partnership success?
- What is your greatest partnership challenge?

Today's Agenda

- Why partner?
- What do partners bring to the table?
- How can you work together?
- How do you know if you're doing it right?

Section I: The Argument for Partnerships

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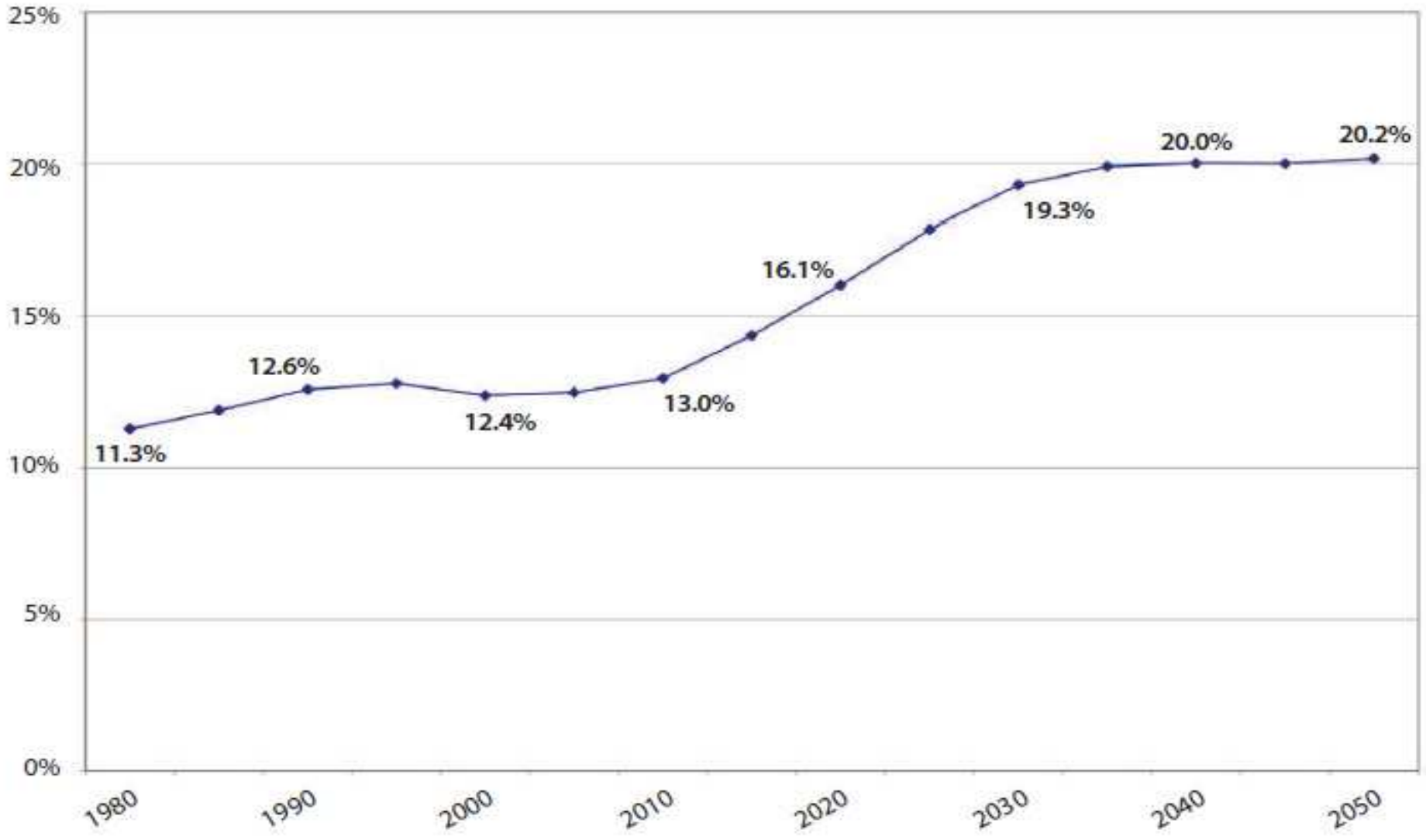
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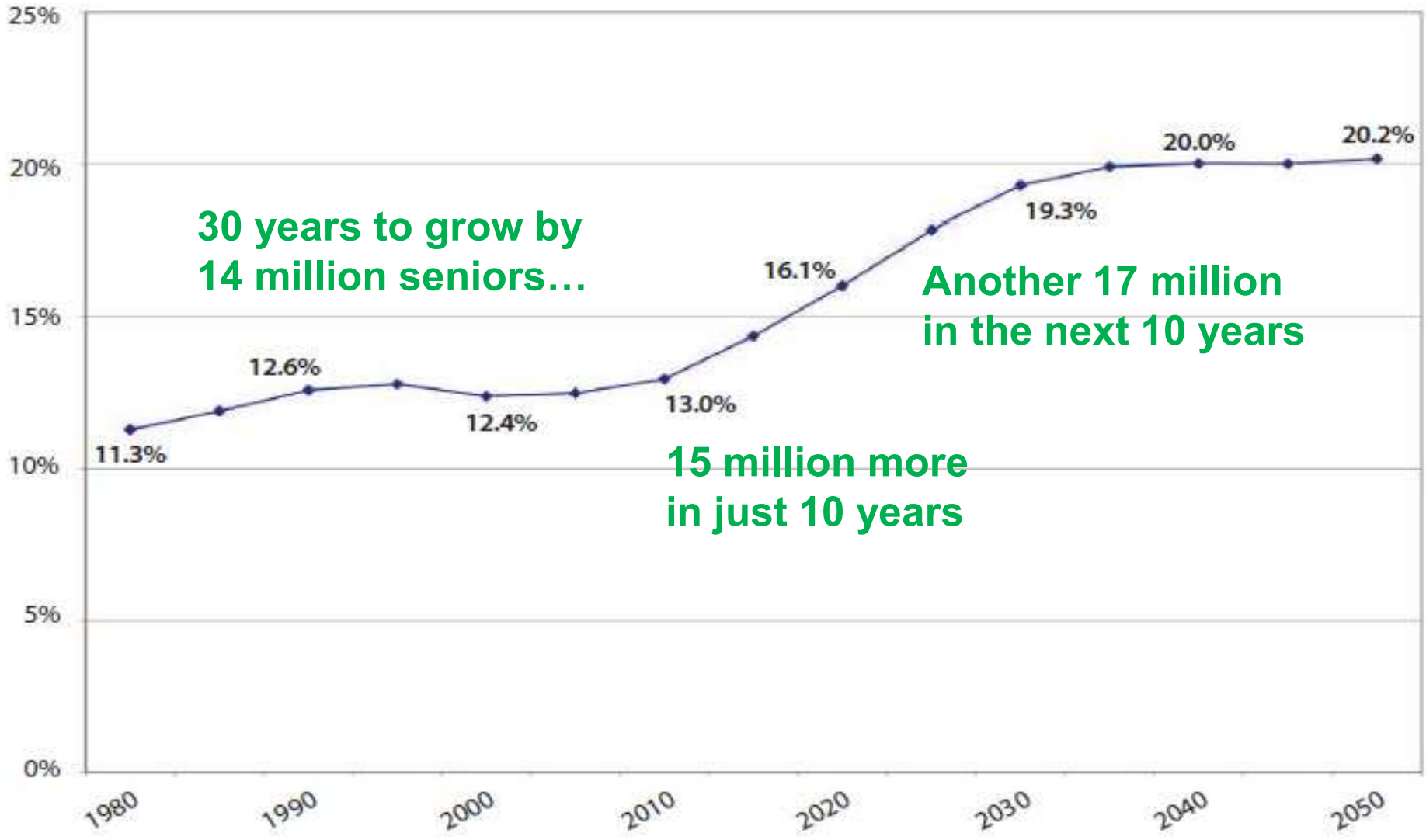
Percentage of the US Population Age 65+



Boomer Retirements: Why They Matter

Businesses

Losing the “Sputnik Generation” to retirement

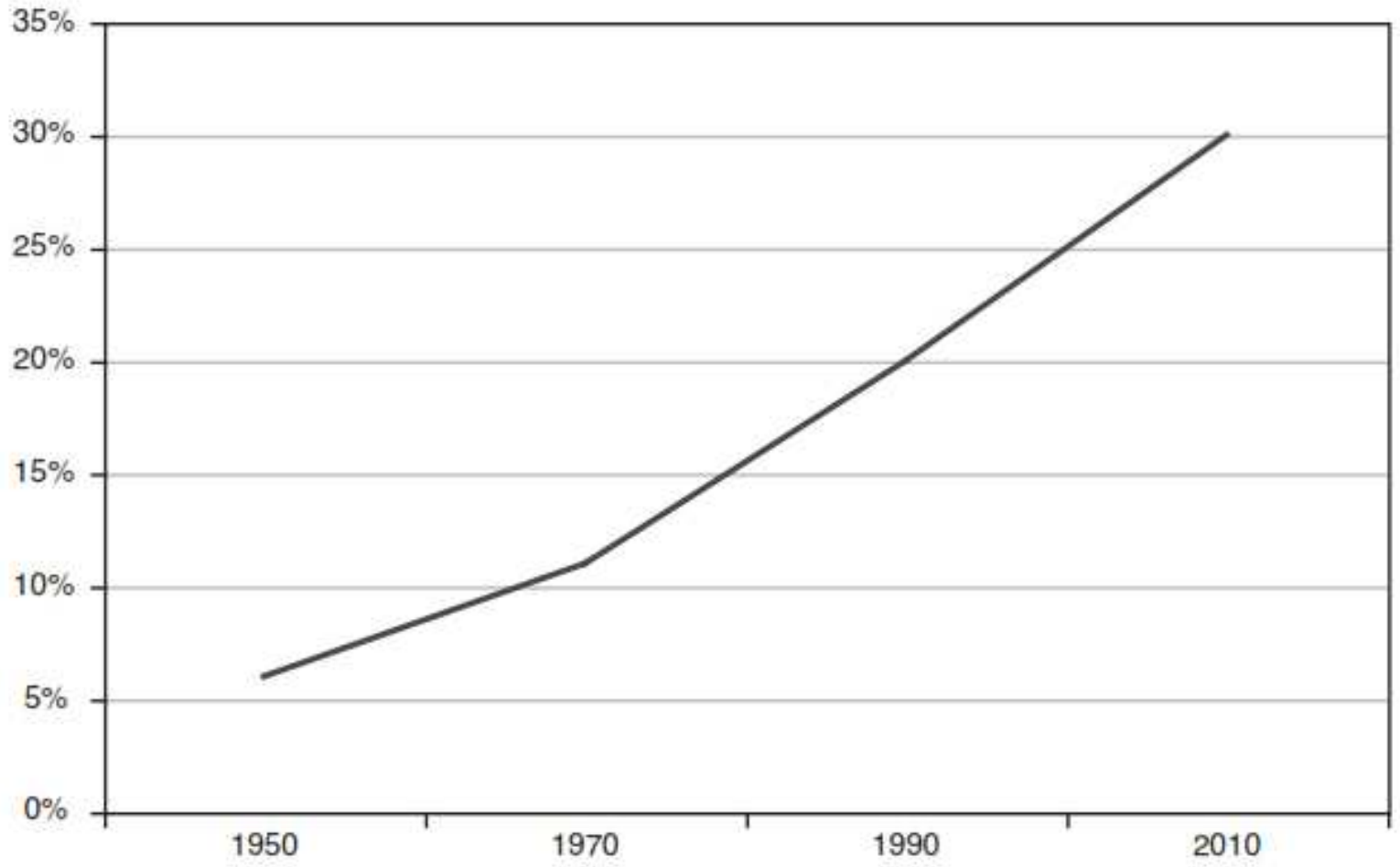
Greater need to find skilled and capable young people

Schools

Less revenue and more competition; federal/state/local

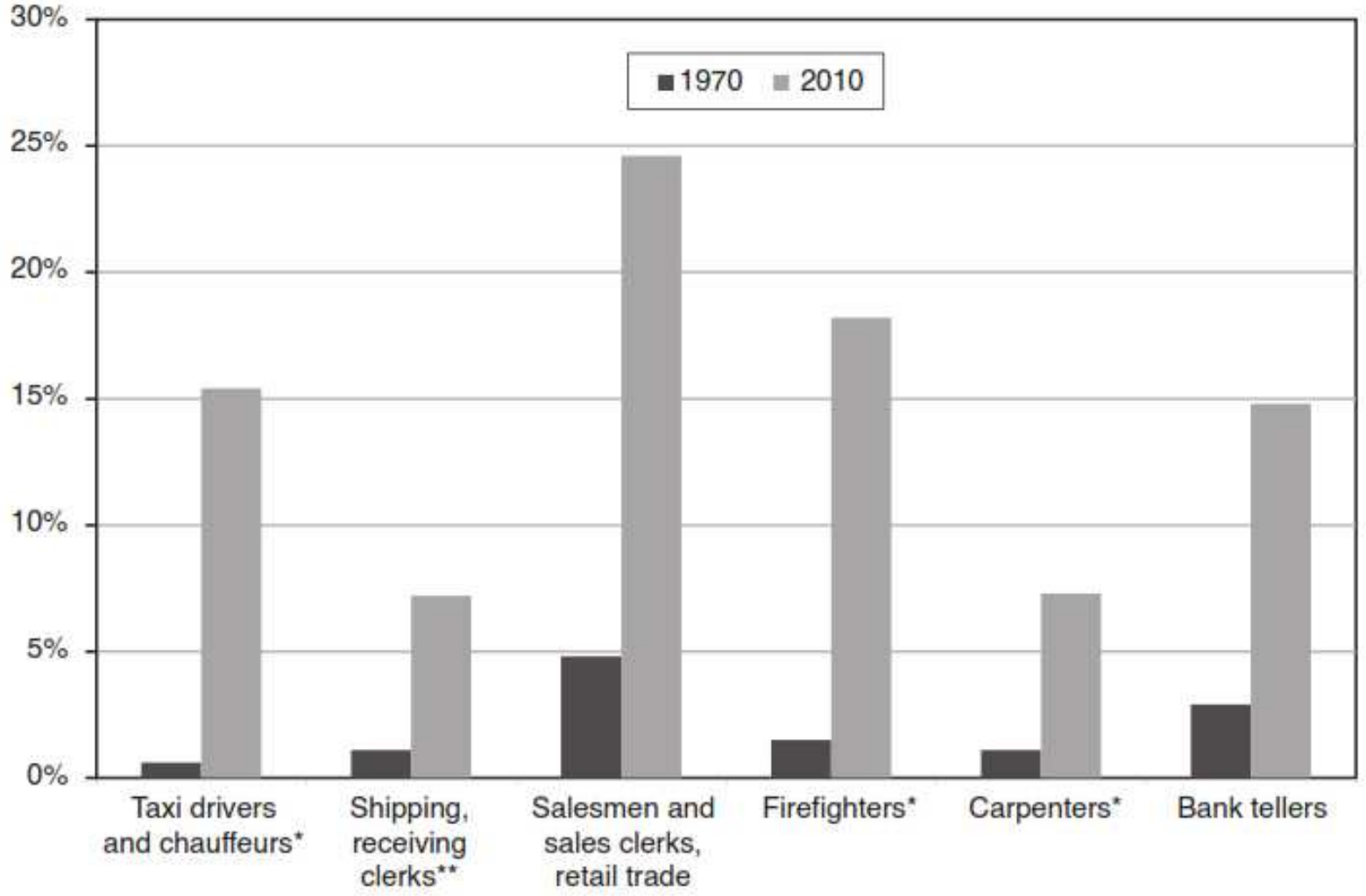
Greater need to innovate and partner in order to maintain/ improve education

25 years old or more with a college degree



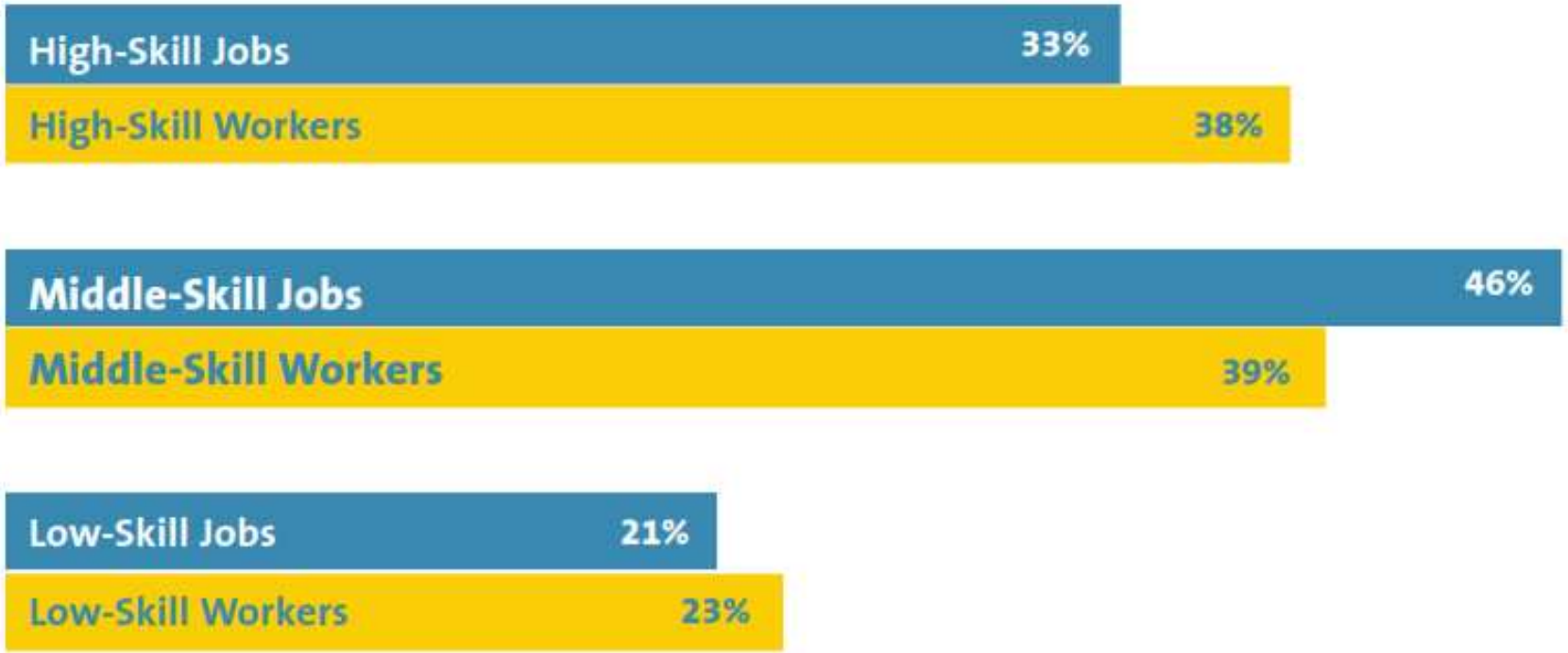
Source: *Why Are Recent College Graduates Underemployed?,* Center for College Affordability and Productivity, January 2013

% with a Bachelors or More, 1970-2010



Source: *Why Are Recent College Graduates Underemployed?,* Center for College Affordability and Productivity, January 2013

NY Jobs and Workers by Skill Level, 2009



***Source**: New York's Forgotten Middle-Skill Jobs, National Skills Coalition; March 2011*

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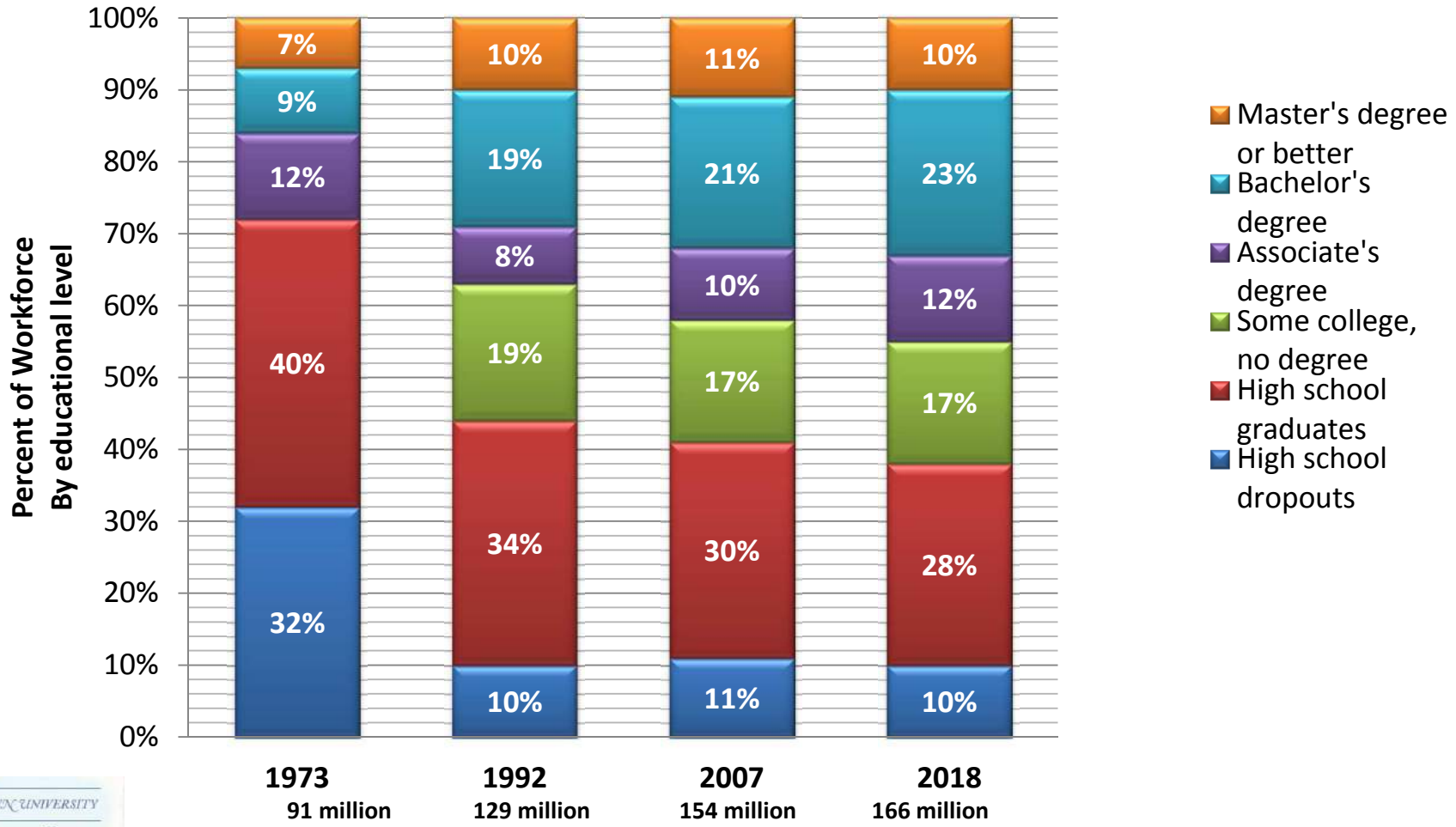
By 2018, about two-thirds of all employment will require some college education or better.



Source: *"Help Wanted" Projections of Jobs and Education Requirements Through 2018*, Georgetown University Center on Education and the Workforce

Middle-skills opportunity in NY

Job	2008 Employment	2018 Employment	% Change	2009 Median Earnings
Dental Hygienists	9,390	11,760	25.2%	$65,160
Detectives	10,190	11,300	10.9%	$64,820
Electricians	40,000	45,520	13.8%	$61,430
Radiology Technicians	11,100	12,110	9.1%	$61,040
Paralegals	25,580	29,760	16.3%	$58,960
Plumbers	28,040	32,960	17.5%	$55,690
Comp. Support Specialists	34,180	36,910	8.0%	$49,450
Carpenters	69,260	79,810	15.2%	$48,150
Heating/AC Installers	18,390	19,690	7.1%	$47,590
Bus/Truck Mechanics	13,730	14,250	3.8%	$47,030
Legal Secretaries	27,810	29,320	5.4%	$44,520
Medical Lab Technicians	9,930	10,760	8.4%	$42,360
Licensed Practical Nurses	49,820	54,830	10.1%	$41,490
Median Wage, NY				$38,450
Auto Mechanics	41,620	43,940	5.6%	$33,640

***Source**: New York's Forgotten Middle-Skill Jobs, National Skills Coalition; March 2011*

Boomers retiring from skilled trades

- **In New York:**
  - 124,308 skilled trade jobs
  - 57.1% of employees 45+ years old
  - 21.6% of employees 55+ years old
  - Median hourly earnings: $23.15

Source: *Economic Modeling Specialists Intl; final 2013.1 data release*

Despite this…

According to US DOE, from 1990 to 2009:

- Average CTE credits earned by HS graduates declined, from 4.2 to 3.6
- Coursetaking in occupational areas, such as agriculture and natural resources or business, dropped from 2.7 to 2.5 credits.
- In nonoccupational areas (i.e., general labor market preparation and consumer and family studies), CTE coursetaking dropped from 1.5 to 1.1 credits.
- In contrast, average credits earned in core academic fields rose between 1990 and 2009.

Source: *http://nces.ed.gov/fastfacts/display.asp?id=43*

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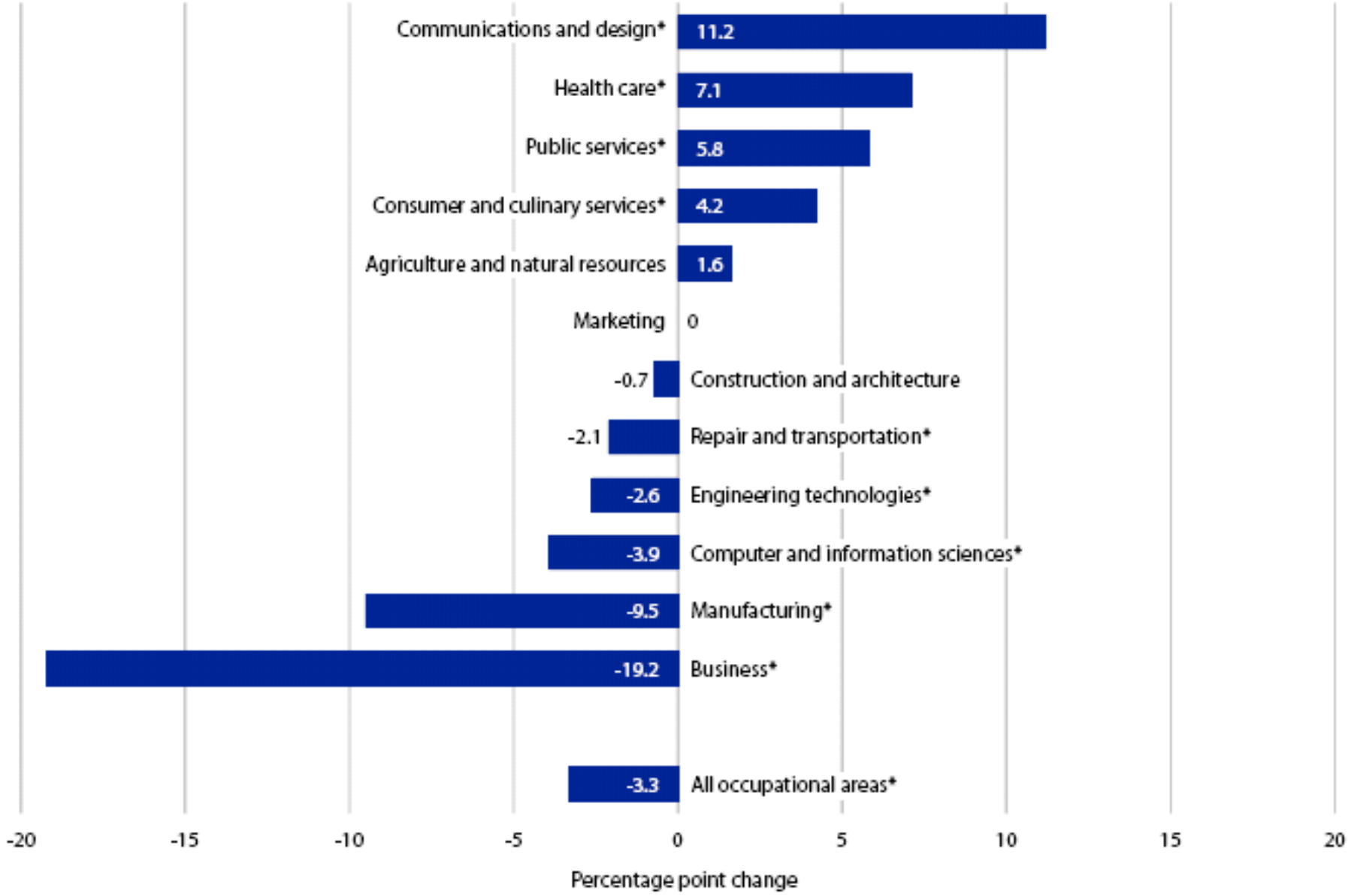
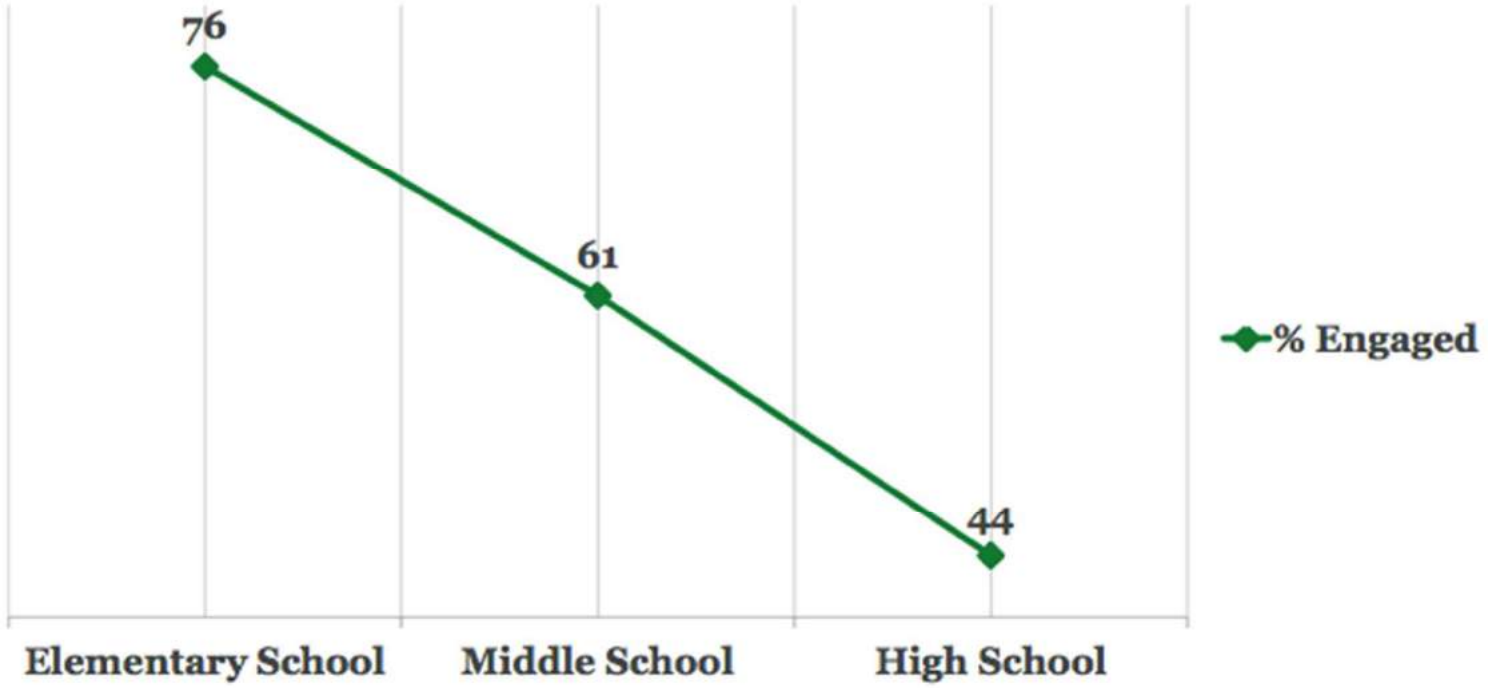
Change in % of HS Grads Earning Credits, 1990-2009



Student Disengagement

The School's Cliff: Students' engagement drops over time
The Gallup Student Poll



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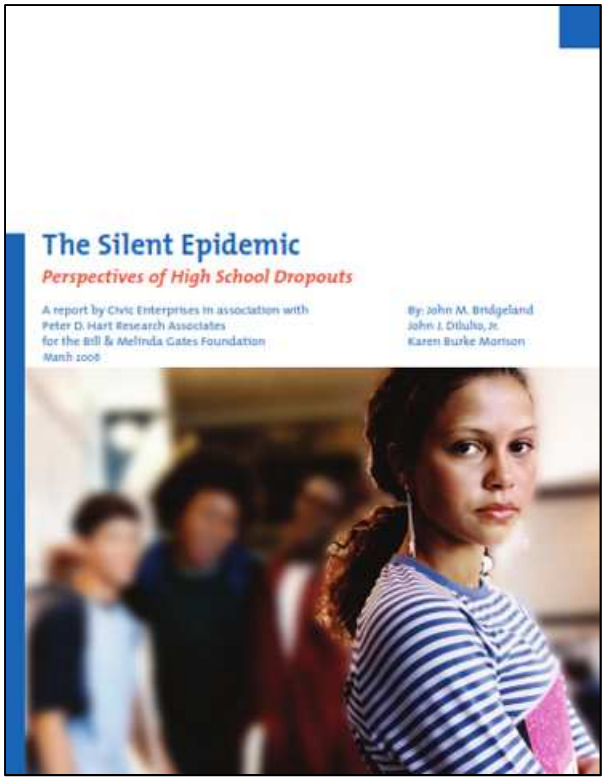
GALLUP

Student Disengagement

"Eighty-one percent of survey respondents [high school dropouts] said that if schools provided opportunities for real-world learning (internships, service learning projects, and other opportunities), it would have improved the students' chances of graduating from high school."



Source: *The Silent Epidemic; Gates Foundation, 2006*

Research Base: Career Academies

1. Small learning community within a larger comprehensive high school
2. Curriculum combines courses required for college with a sequence of CTE courses
3. Employer partners provide work-based learning experiences for students

David Stern, College & Career Academy Support Network (CCASN)
UC Berkeley Graduate School of Education

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Evidence of Impact

- Longitudinal evaluations have compared career academy students with similar students at the same school
- Academy students show more improvement in attendance, grades, credits earned, and are more likely to stay in high school
- Academy students have better postsecondary outcomes
- MDRC random-assignment study found positive effects on earnings 8 years after high school, with no reduction in postsecondary educational attainment

David Stern, College & Career Academy Support Network (CCASN)
UC Berkeley Graduate School of Education

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Evidence of Impact

Eight years after high school, MDRC found students assigned to career academies earned 11 percent more than non-academy students.

For males, the difference was 17 percent —– nearly $30,000 over eight years.

David Stern, College & Career Academy Support Network (CCASN)
UC Berkeley Graduate School of Education

Evidence of Impact: CA Partnership Academies

- By law, at least half the students entering California Partnership Academies (CPAs) must have high-risk characteristics
- **But in 2010, graduation rate for CPA seniors was 95%, compared to 85% statewide**
- **57% of CPA graduates in 2010 met "a-g" course requirements for admission to University of California or California State University, compared to 36% statewide**

Source*: Profile of California Partnership Academies 2009-10*, at http://casn.berkeley.edu

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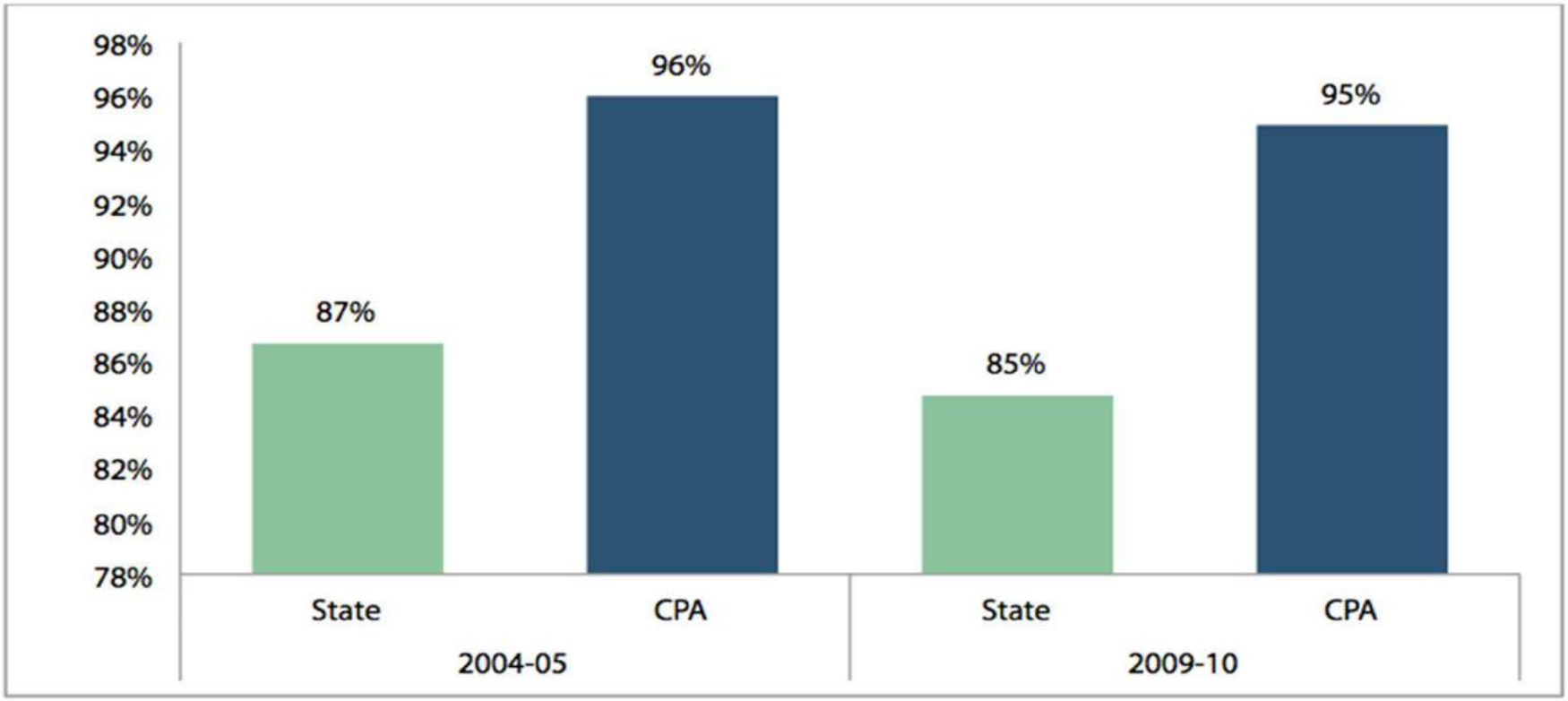
California Partnership Academies, 12th-grade graduation rates



Benefits and Costs of California Partnership Academies, David Stern and Charles Dayton, Career Academy Support Network, UC Berkeley

Other Research (US/UK)

Benefits to students

- Making learning more enjoyable and interesting
- Increasing motivation to do well at school
- Doing better in exams
- Going into better paying jobs
- Becoming more employable, getting access to better opportunities
- Making better career decisions
- Increasing aspirations
- Employer engagement and social mobility

***Source**: What Is To Be Gained through Partnership; Education and Employers Taskforce, 2010*

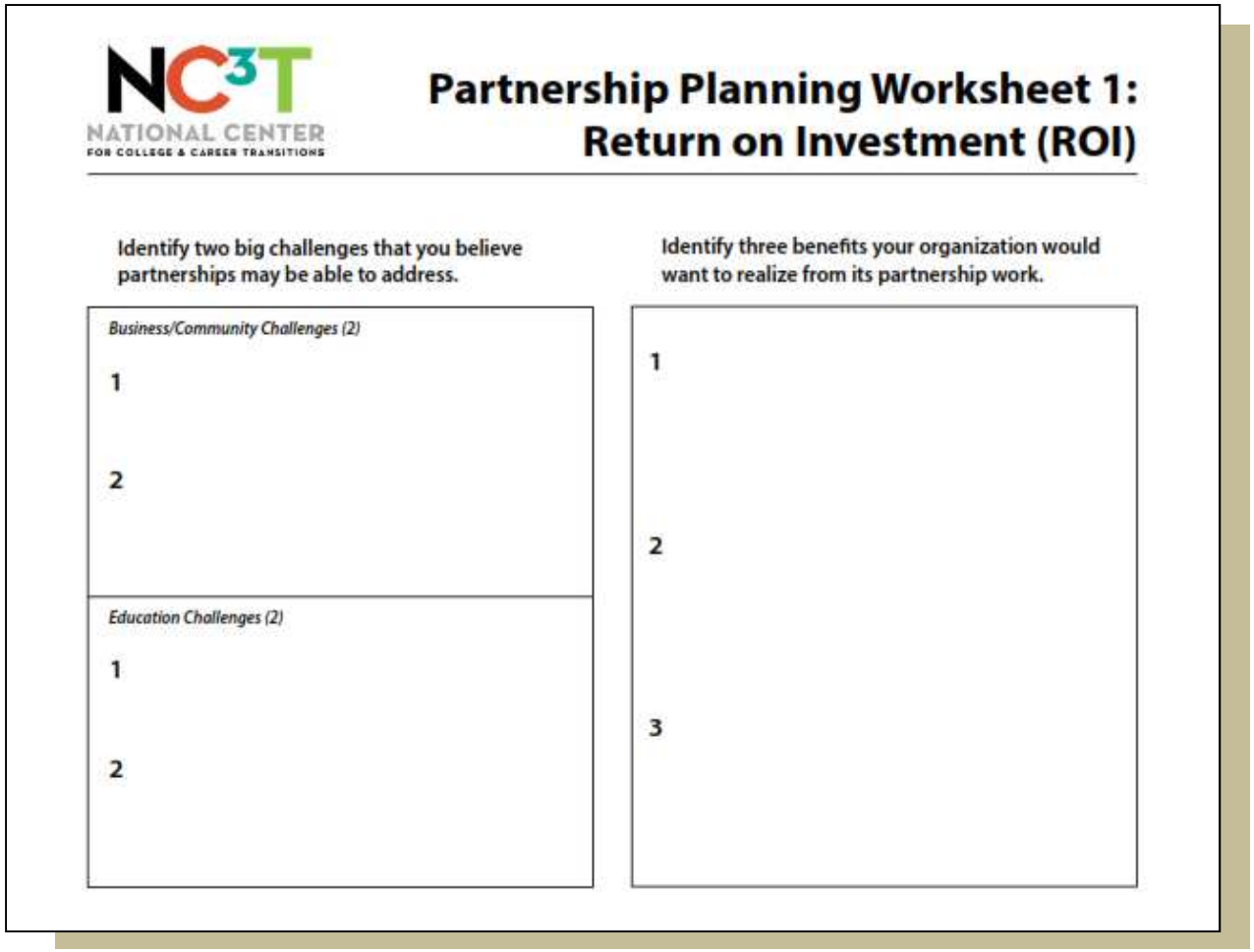
The Argument for Partnerships

To Sum Up:

- Employers will soon be losing their skilled workers, and have a real need to replace them
- Schools face resource challenges, and need help engaging students and providing relevance to maintain/boost outcomes

Partnerships can help solve challenges for both employers and schools

Return on Investment Worksheet



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Partnership Planning Worksheet 1: Return on Investment (ROI)

Identify two big challenges that you believe partnerships may be able to address.

Business/Community Challenges (2)

1

2

Education Challenges (2)

1

2

Identify three benefits your organization would want to realize from its partnership work.

1

2

3

What do partners want?

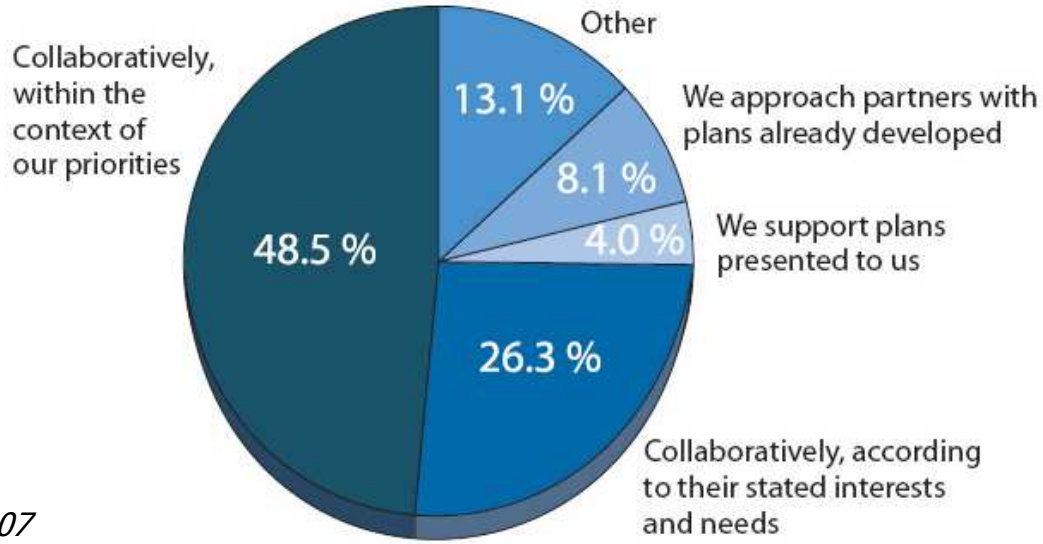
How partnerships usually happen:

ID Need > Build Program > Find Partners

How does this model limit your success?

What do partners want?

- **Problem 1: Not a Partnership**
  - If you set the goals and program structure, it's not a partnership – it's another sponsorship
  - How are coalitions involved in K12 partnerships?



***Source**: Coalition Leaders Speak Out on Education, DeHavilland Associates, 2007*

What do partners want?

- **Partnership Selection Criteria**
  - Willingness to collaborate: 84.7%
  - Interest in measurable outcomes: 67.6%
  - Commitment to the project: 64.0%
  - Needs of the student body: 48.6%
  - Existing relationship with coalition: 33.3%
  - Accessibility to location: 21.6%

***Source**: Coalition Leaders Speak Out on Education, DeHavilland Associates, 2007*

What do partners want?

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

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Montgomery County
BUSINESS ROUNDTABLE
for EDUCATION

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What do partners want?

The New Model:

Find Partners > ID Need > Build Program

Note: Needs are joint needs, including the needs of both education and business partners

What do business partners want?

- **Return on Investment (ROI)**
  - Not just “social responsibility” or “workforce”
  - Business is a game of limited resources: investments must generate an optimal return
  - Not just for business decisions any more; “strategic philanthropy”

What do business partners want?

1983: Campaign to restore the Statue of Liberty

What do business partners want?

- **Benefits to American Express**
  - 45% increase in new card applications
  - 28% increase in transactions
  - Brand image
  - Trade relations
  - Employee morale

What do business partners want?

- **ROI: Customers**
  - Brand loyalty
  - Premium pricing
  - Positive word of mouth
  - Influencing the Influencers
    - Media
    - Experts

What do business partners want?

- **ROI: Human Resources**
  - Workforce development
  - Increased morale
  - Reduced turnover
  - Easier recruitment
  - Skill/leadership development

What do business partners want?

- **ROI: Operations**
  - Government relations
  - Vendor relations
  - Investor relations

What do business partners want?

- **ROI: Individual Outcomes**
  - Intrinsic reward
  - Affinity
  - Resume building
  - Networking
  - Skills development

What do education partners want?

- **Return on Investment (ROI)**
  - Not just “for the kids”
  - Partnerships have been a “nice to have, not have to have” due to competing priorities and lack of a compelling ROI

What do educators want?

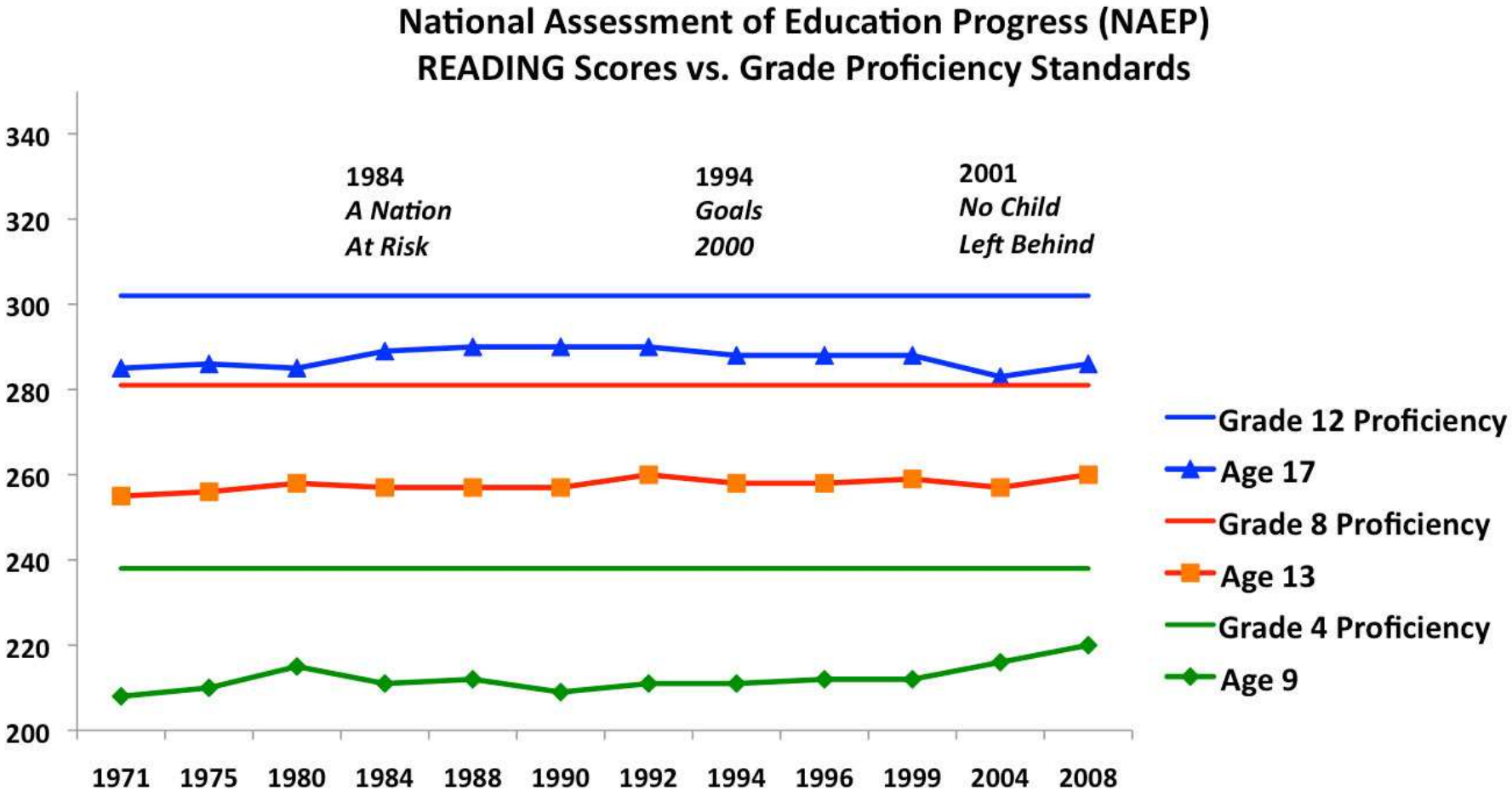
- **Want things that work**
  - Education has a reputation for being resistant to change, despite tremendous change
  - Need proof that change will improve outcomes

What, MORE change?

- 1975: IDEA Act
- 1981: A Nation At Risk
- 1984: Perkins Act
- 1991: First charter school
- 1991: Introduction of national model standards
- 1994: Goals 2000
- 2001: No Child Left Behind
- 2008: Common Core standards

And let's not forget trends like the integration of technology, ESL, distance learning, reading wars, new math…

Moving the Needle?



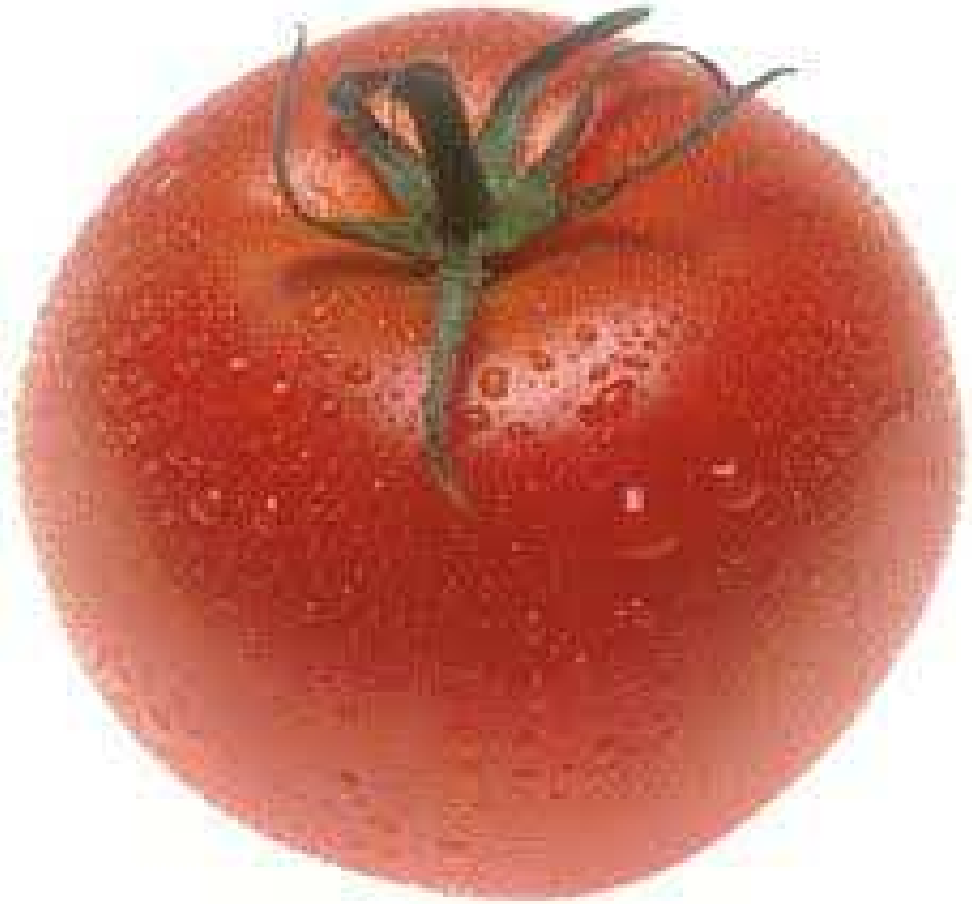
What do educators want?

- **Community Support**
  - Investing in the schools, advocacy
- **Understanding**
  - Paperwork, requirements, litigation issues
- **Respect**
  - From students and the community
- **Professional Support**
  - Can’t teach it if no one teaches them
- **Opportunities for Students**
  - Real-world experiences

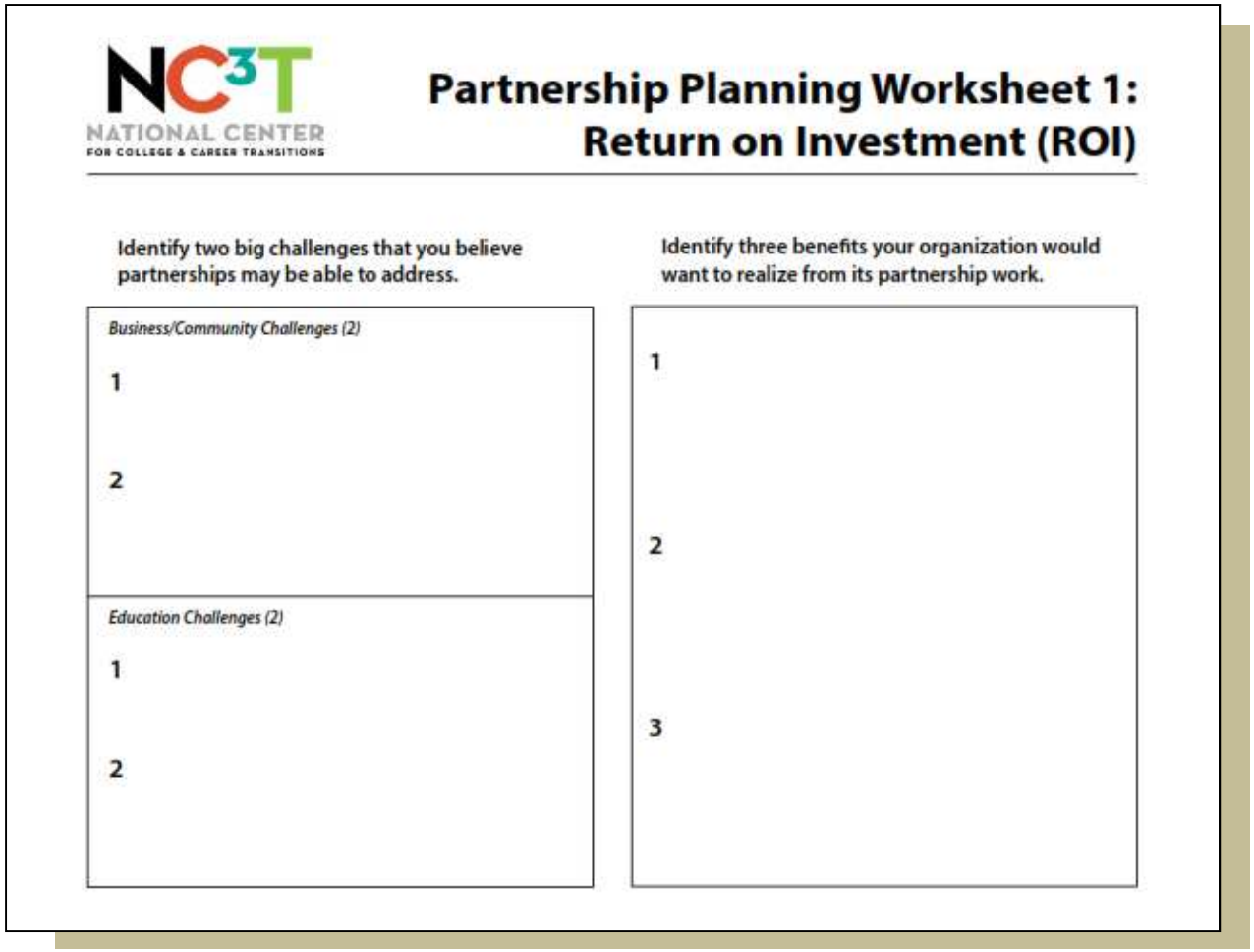
Return on Investment

<u>WARNING:</u>

Don’t assume you know your what your partners’ motivations are: Take the time to find out



Return on Investment Worksheet



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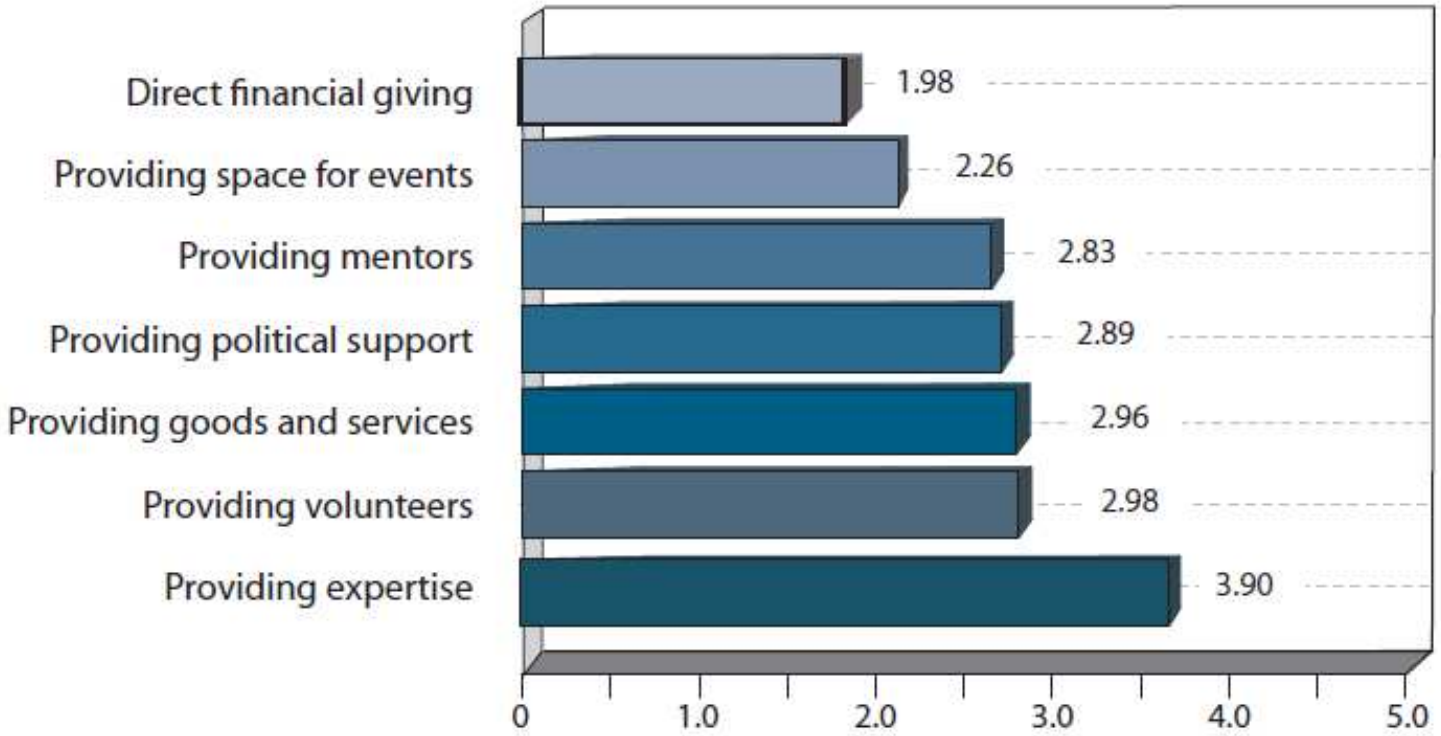
Section II: Assets and Partnership Models

Assets Shape Your Choices

- **Different partnership models require different sets of resources**
- **Start by identifying the most readily available resources**

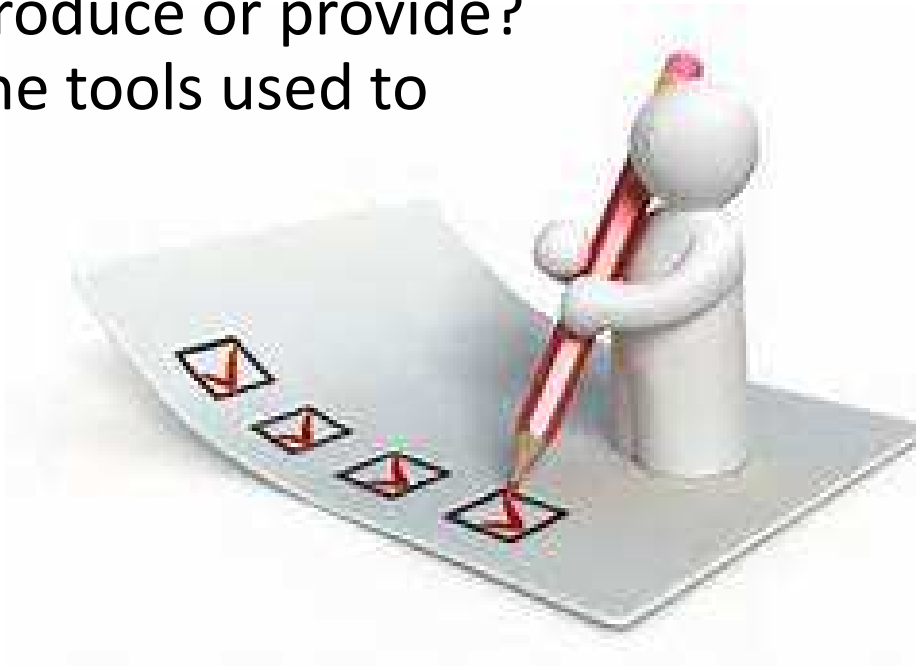
What do Businesses Want to Provide?

- Rank the following by the level of support you provide to your school/district partners:



Asset Inventory - Business

- **Asset review**
  - What is the company already doing in this area?
  - What assets have they already identified?
  - What does the company produce or provide? Are the end products, or the tools used to create them, helpful?
  - What "physical assets" do they have?
  - What strengths do they have? What are they known for?



Asset Inventory - Business

- **Asset review**
  - What sort of workforce do they employ? Are people with various skill sets/focus areas available?
  - How do we currently train our people?
  - What relationships do they have?
    - Others in industry
    - Others in community
    - Vendors
  - What other areas of the company may be interested?

What do partners want?

- **Partnership Selection Criteria**
  - Willingness to collaborate: 84.7%
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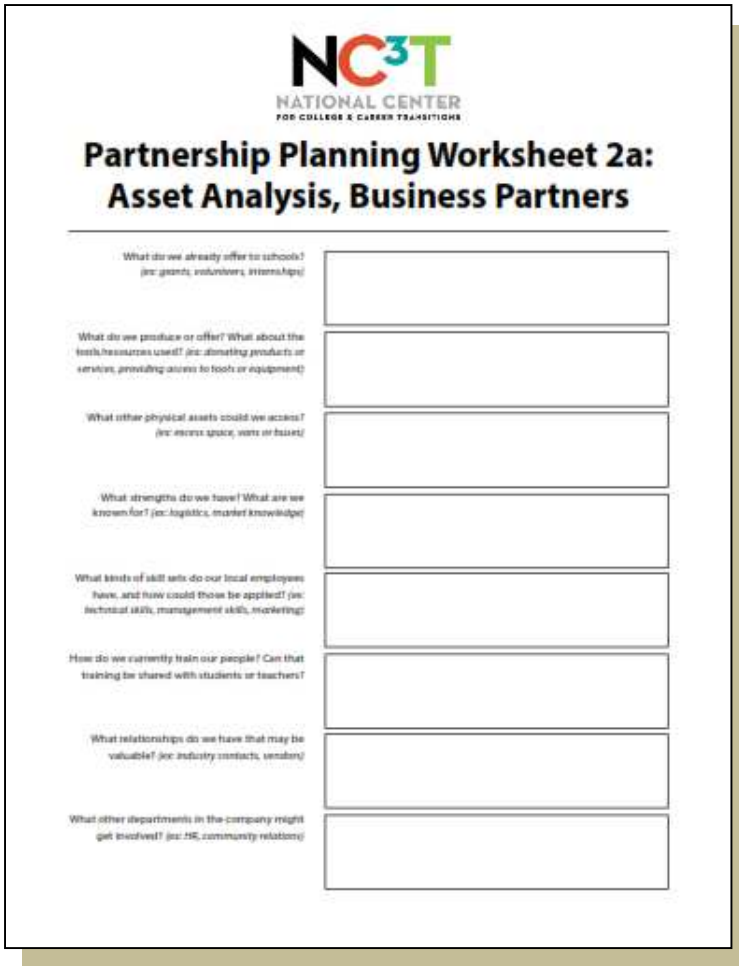
  - Needs of the student body: 48.6%
  - Existing relationship with coalition: 33.3%
  - Accessibility to location: 21.6%

***Source**: Coalition Leaders Speak Out on Education, DeHavilland Associates, 2007*

Asset Inventory - Education

- **Schools can bring a lot to the table:**
  - Staff
  - Facilities
  - Inclusion in the curriculum
  - Transportation
  - Paperwork (background checks)
  - Parent outreach (permission slips)
  - Access to other partners (postsecondary, nonprofit)
  - Access to data
  - Partner benefits (recognition, introductions)

Asset Worksheet



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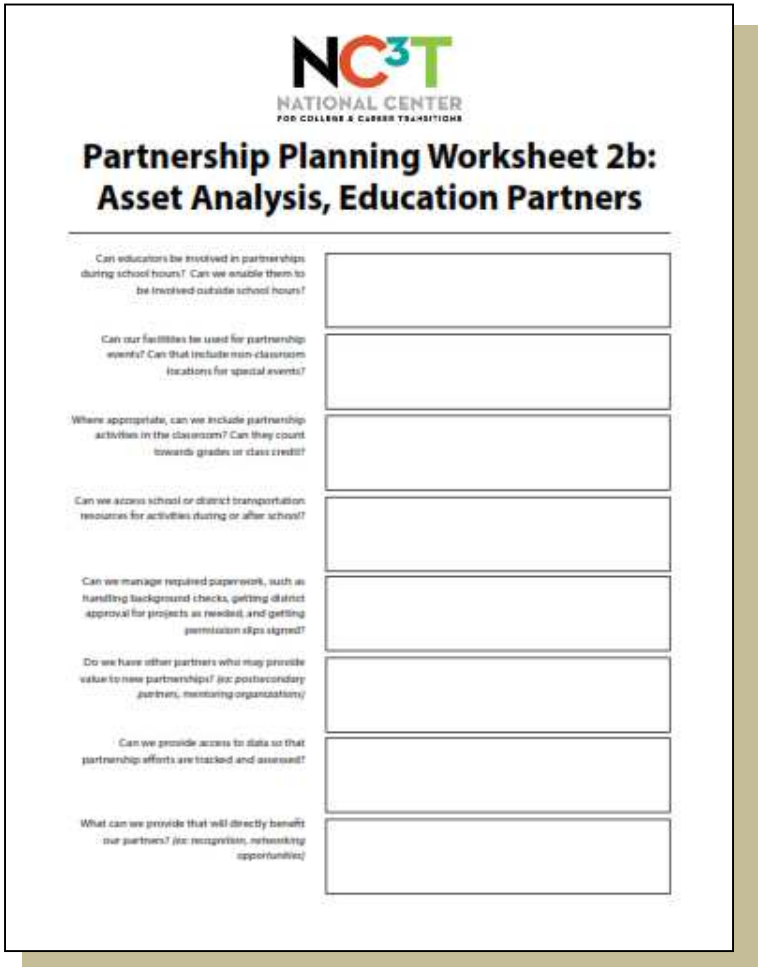
Partnership Planning Worksheet 2a: Asset Analysis, Business Partners

What do we already offer to schools? (ex: grants, volunteers, internships)	
What do we produce or offer? What about the tools/resources used? (ex: donating products or services, providing access to tools or equipment)	
What other physical assets could we access? (ex: excess space, vans or buses)	
What strengths do we have? What are we known for? (ex: logistics, market knowledge)	
What kinds of skill sets do our local employees have, and how could those be applied? (ex: technical skills, management skills, marketing)	
How do we currently train our people? Can that training be shared with students or teachers?	
What relationships do we have that may be valuable? (ex: industry contacts, vendors)	
What other departments in the company might get involved? (ex: HR, community relations)	



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Partnership Planning Worksheet 2b: Asset Analysis, Education Partners

Can educators be involved in partnerships during school hours? Can we enable them to be involved outside school hours?	
Can our facilities be used for partnership events? Can that include non-classroom locations for special events?	
Where appropriate, can we include partnership activities in the classroom? Can they count towards grades or class credit?	
Can we access school or district transportation resources for activities during or after school?	
Can we manage required paperwork, such as handling background checks, getting district approval for projects as needed, and getting permission slips signed?	
Do we have other partners who may provide value to new partnerships? (ex: postsecondary partners, mentoring organizations)	
Can we provide access to data so that partnership efforts are tracked and assessed?	
What can we provide that will directly benefit our partners? (ex: recognition, networking opportunities)	

Partnership models

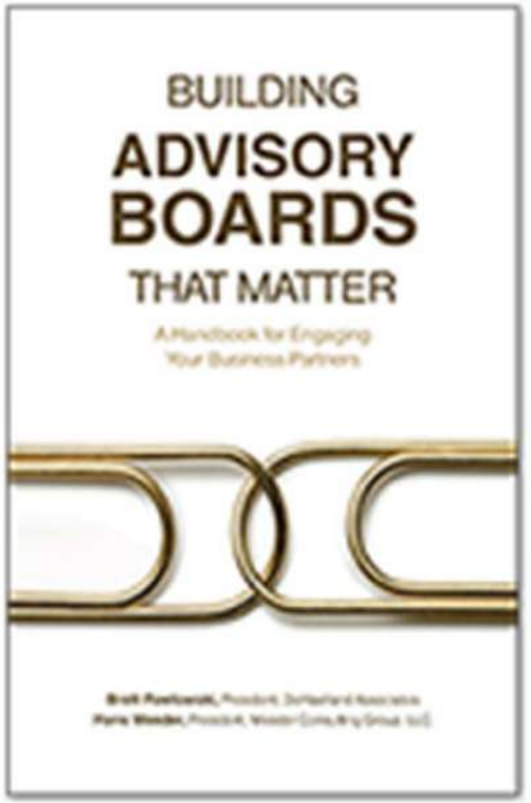
Nine primary models

- Advisory boards
- Expertise
- Mentors
- Real world challenges
- Student work-based learning
- Teacher learning experiences
- Advocacy
- Resource support
- Program start-up or retrofit

Advisory Boards

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

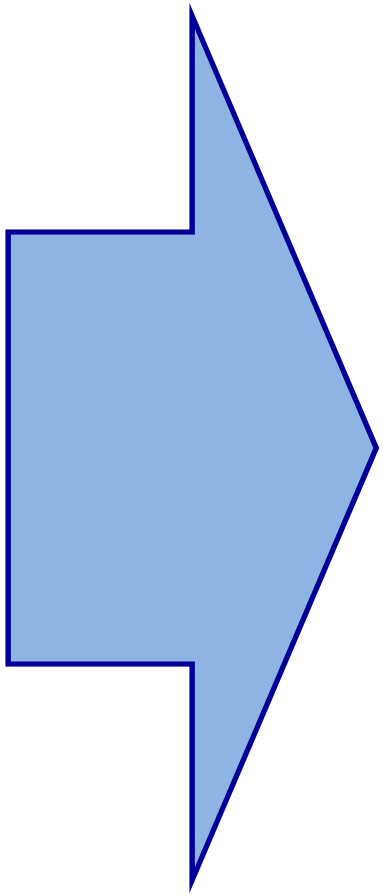
- CTE programs
- Career academies
- Committees



Advisory Boards

INPUTS

- Management expertise
- Technical expertise
- Market expertise
- Needed skills
- Network



OUTPUTS

- Alignment to industry realities
- Opportunities for students and teachers
- Improved management
- Advocacy
- Resources

Expertise

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

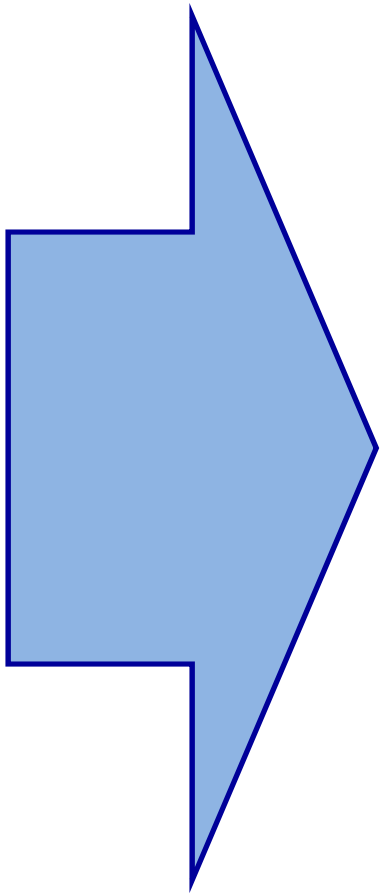
MCBRE Montgomery County BUSINESS ROUNDTABLE for EDUCATION

Deloitte.

Expertise

INPUTS

- Management expertise
- Technical expertise
- Market expertise
- Needed skills



OUTPUTS

- Opportunities/ relevance for students
- Understanding of industry standards
- Improved operations

Partnership models

Mentors

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

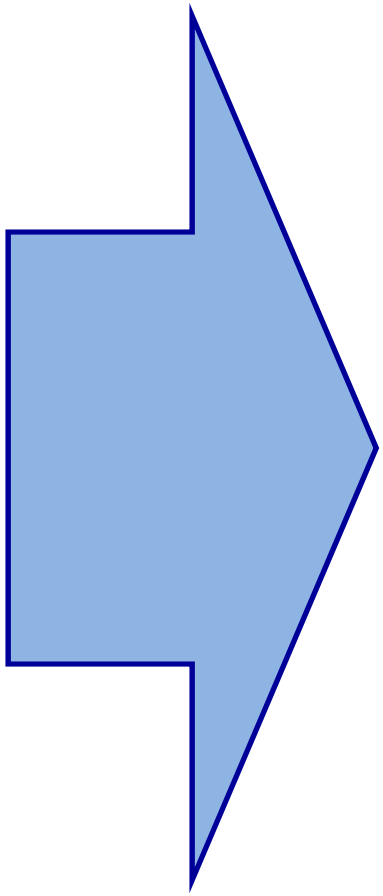
Partners In Education of Toledo
PROMOTING STUDENT SUCCESS THROUGH COMMUNITY INVOLVEMENT

PASS
Partnership to Advance School Success

Expertise

INPUTS

- Committed long-term volunteers with expertise in certain areas as appropriate



OUTPUTS

- Improved student outcomes
- Improved career awareness and preparedness
- Improved management function

Real-World Challenges

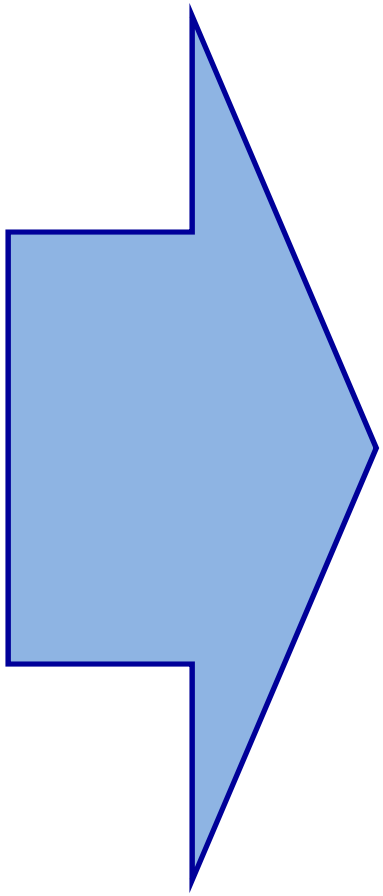
- Co-creating projects/ challenges based on real-world scenarios
- Engaging students to solve current business challenges

FIRST®

Real-World Challenges

INPUTS

- Volunteers (often skilled in certain areas)
- Resources (may be donated or at cost)
- Financial support



OUTPUTS

- Increased sense of relevance and engagement
- Improved career awareness and preparedness
- Increase in student skills

Student Work-Based Learning

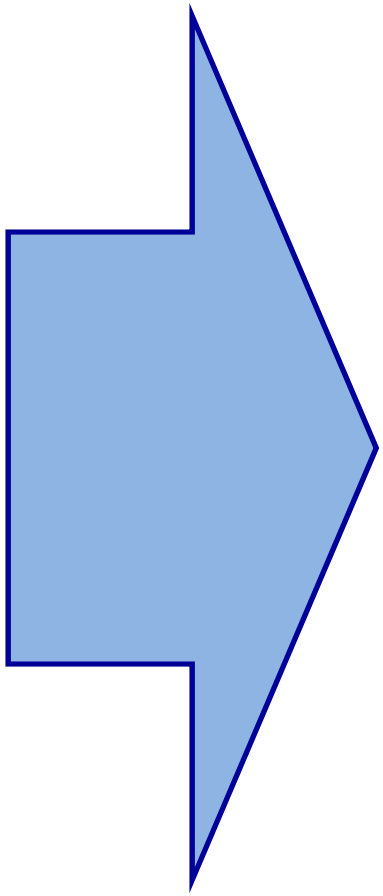
- Workplace tours for students
- Job-Shadowing, part-day or full-day
- Short-term Internships
- Long-term, summer internships

NATIONAL Academy FOUNDATION

Student Work-Based Learning

INPUTS

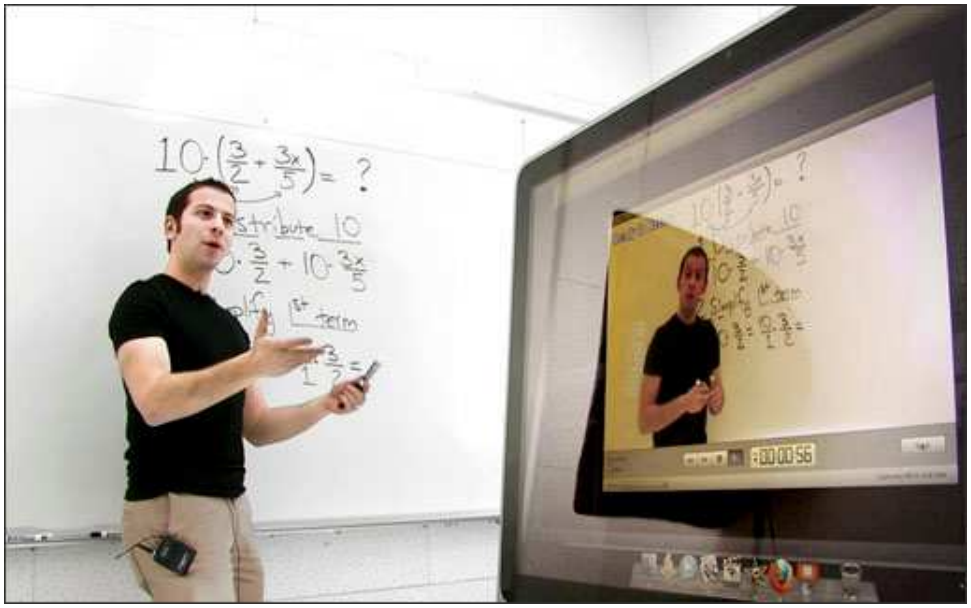
- Conducive workplace environment
- Technically skilled employees with capacity
- Marginal resources (transportation, hourly pay)



OUTPUTS

- Career awareness/ exploration
- Work experience
- Relevance
- Industry contacts

Teacher Learning Experiences



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

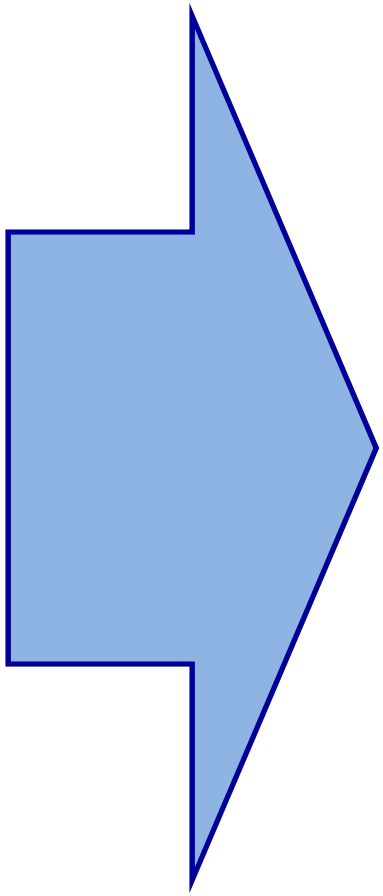
HOUSTON A+ CHALLENGE

SIEMENS

Teacher Learning Experiences

INPUTS

- Conducive workplace environment
- Technically skilled employees with capacity
- Marginal resources (transportation, stipends)



OUTPUTS

- Current knowledge of industry standards
- Industry relationships
- Relevance; tying instruction to real-world content

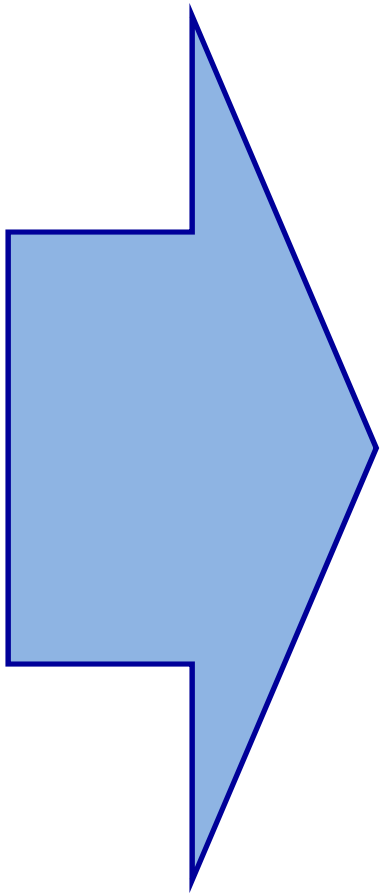
Advocacy

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

Advocacy

INPUTS

- Committed partners (usually a 2nd or 3rd stage partnership model)



OUTPUTS

- Increased community or political support

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 <u>not</u> core operating expenses

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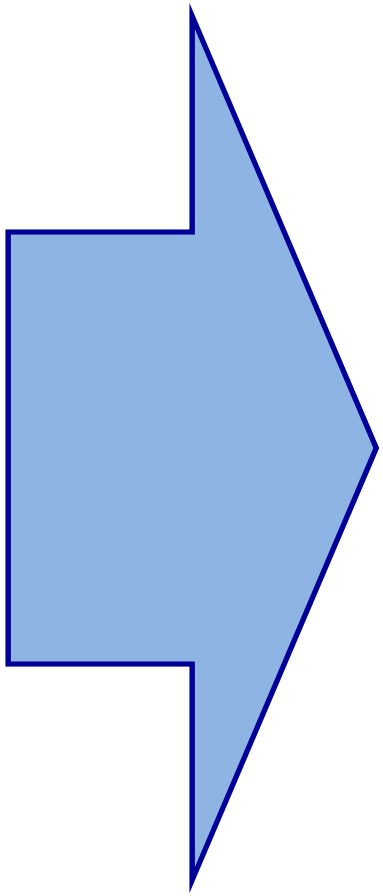
Resource Support

INPUTS

- Resources (Goods, services, financial support, etc.)



OUTPUTS

- A means to an end; may enable opportunities (teacher grants, scholarships) or allow schools to do things they could not do otherwise

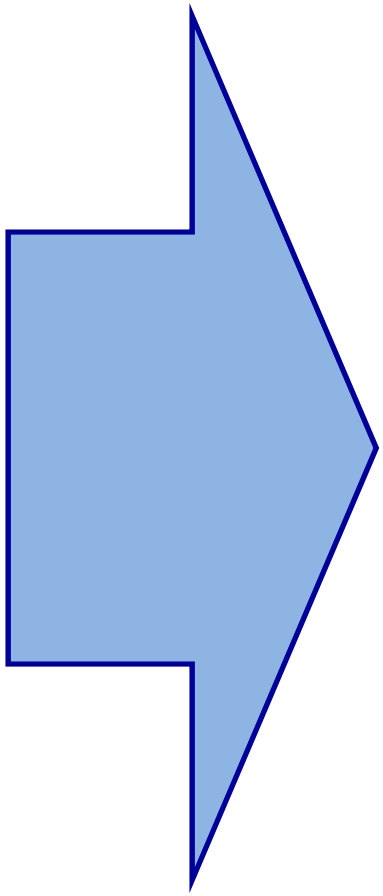
Program Start-up/Retrofit

- 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

Program Start-up/Retrofit

INPUTS

- Management expertise
- Technical expertise
- Market expertise
- Needed skills
- Network



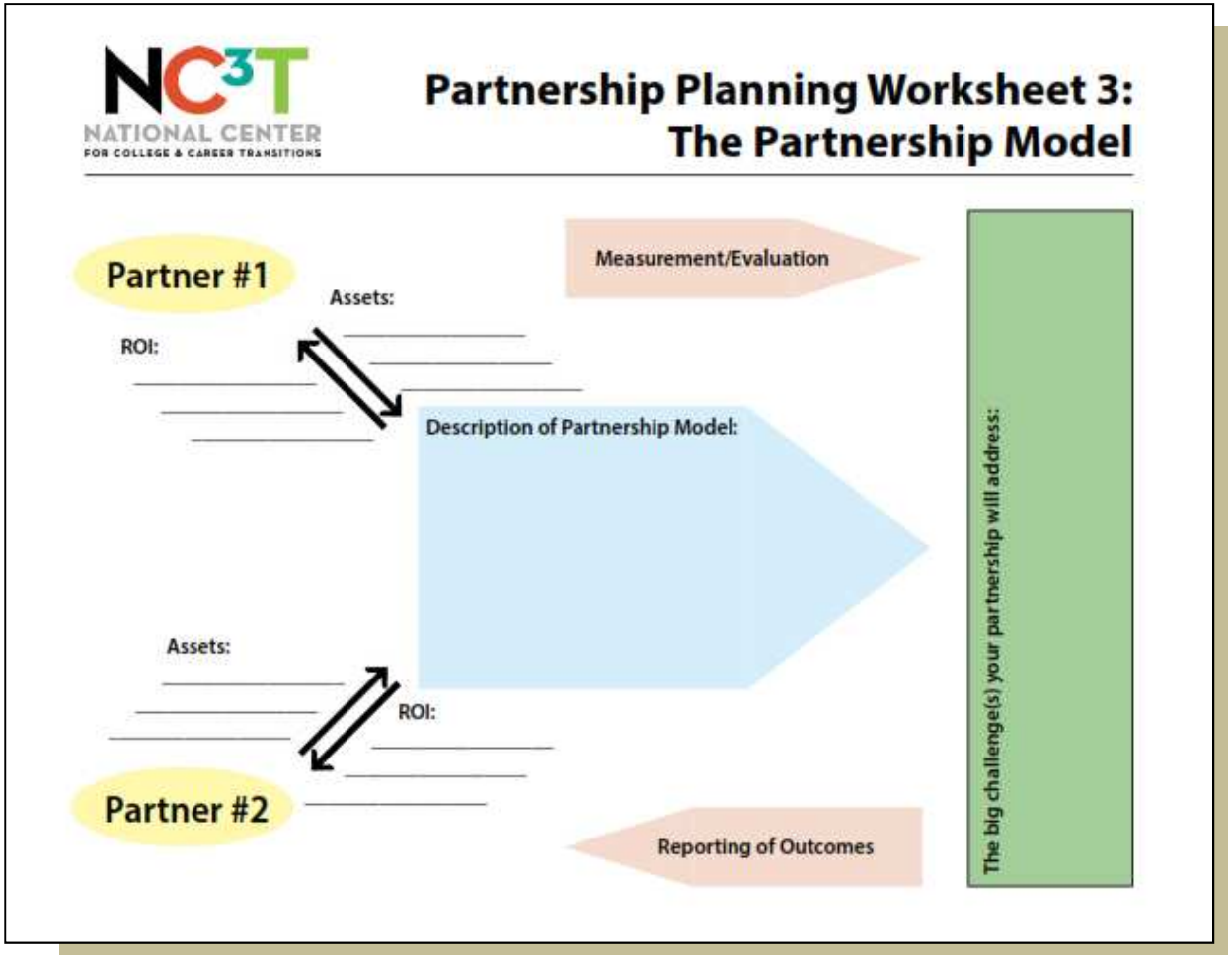
OUTPUTS

- Aligning programs to industry or community needs
- Foundation for sustained support and additional partnerships

How to Choose Your Model(s)

- **Look at student needs**
- **Look at your desired ROI**
- **Look at your assets**
- **Know your needs, but don’t be bound by them**

Partnership Model Worksheet



Section III: Measurement and Evaluation

Evaluation and Measurement

- **Why?**
  - Is program serving students?
  - Is program the best use of your time?
  - Partners need it to justify continued support
  - Benchmarking and continuous improvement

  - Activity and outcomes

Student Outcomes

- Graduation rate, attendance, etc.
- Performance in local/state/national competitions
- Attain industry certifications
- Better sense of career/college path
- Movement into certain areas of the workforce or into higher education
- Readiness for college-level work
- Taking a more challenging/focused set of courses
- Increased engagement
- Test scores
- Countless others

Business Outcomes

- Hire new workers
- Build/increase quality of the labor pool
- Employee morale/retention
- Employee skill development
- Stakeholder relations
- Image/awareness

Educator/School Outcomes

- Teacher/administration morale
- Teacher preparedness
- Community support
- Increased access to opportunities for students
- Improvement in student outcomes

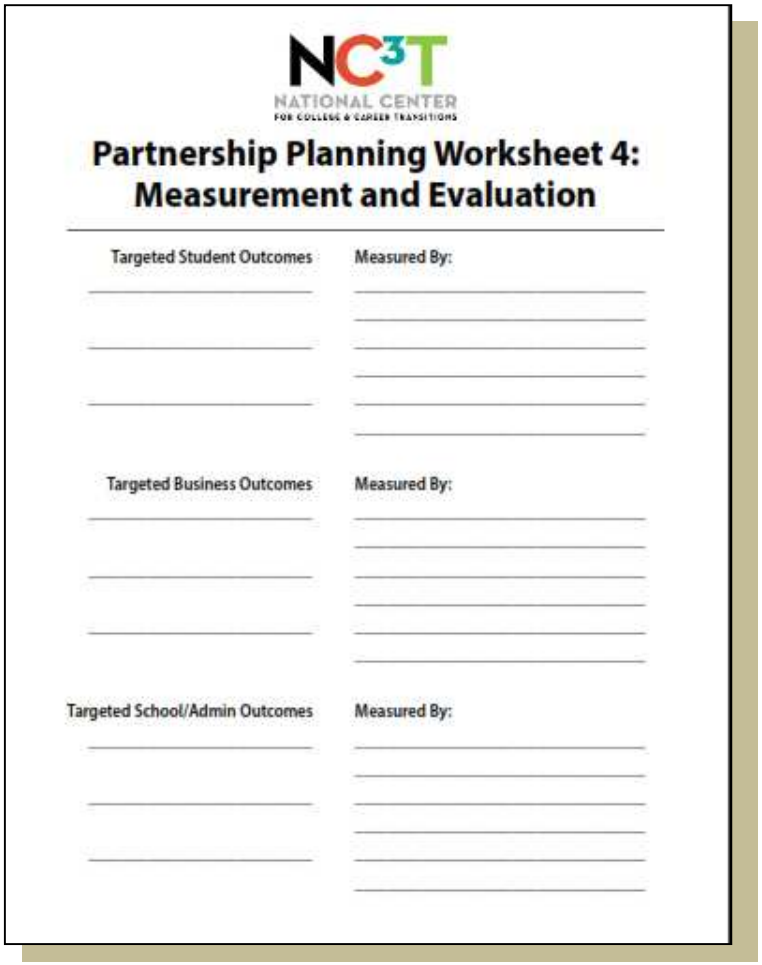
How to Measure Outcomes?

- Track student data on primary metrics
- Record student activity
  - Participation in extracurricular activities
  - Participation in workforce opportunities
  - Dual credits, industry certifications
  - Employer reviews
- Track employee activity (volunteer hours, expert roles, participation in PD, etc.)
- Employee/student/stakeholder surveys (benchmarked, pre/post to show movement)
- Anecdotal reports

Designing a Smart System

- Independent evaluation
- Ideal: Random assignment
- Test/control
- Get a baseline
- Pre/post surveys
- Share the results
- Review and modify the program

Measurement/Evaluation Worksheet



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Partnership Planning Worksheet 4: Measurement and Evaluation

Targeted Student Outcomes	Measured By:

Targeted Business Outcomes	Measured By:

Targeted School/Admin Outcomes	Measured By:

Partnership Models – Team Discussion

Identify one or two possible models – reconvene in 20 minutes

How to find business partners

Use your existing connections

- Educators and school/district administrators
- Vendors, esp. industry-specific products/services
- Current volunteers/guest speakers
- Current intern sponsors
- Current advisory board members
- Parents
- Postsecondary partners

How to find business partners

Follow up with former students

- Students who graduate and go into targeted industries are ideal connectors
- May have moved into positions of authority themselves

How to find business partners

Identify established professional networks

- Chambers of commerce
- Industry hubs/associations
- Economic Development Corporations
- Workforce Investment Boards

- Get involved – attend meetings
- Join committees
- Host meetings
- Ask for introductions

Questions?

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