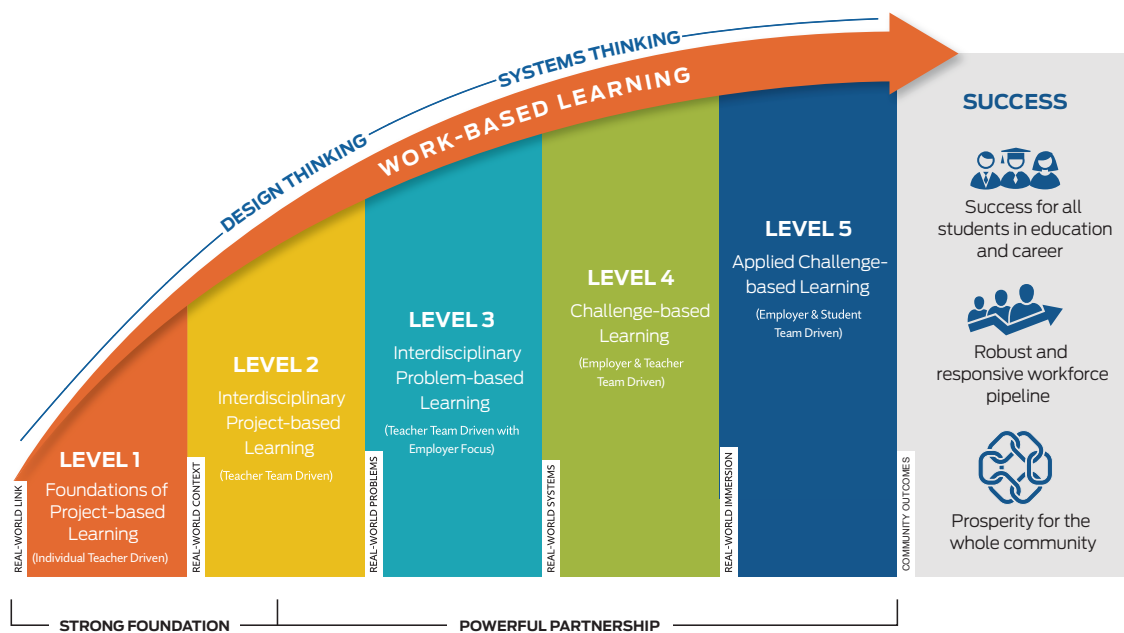


Powerful Partnership Opportunities

The five stages of Ford NGL Community-connected Learning offer a variety of opportunities for engaging with employers to improve student preparation for college, career and life. An important aspect of this is ensuring that the employer partner is engaged as frequently as practical in the journey of these five stages.

Ford NGL Community Connected Learning

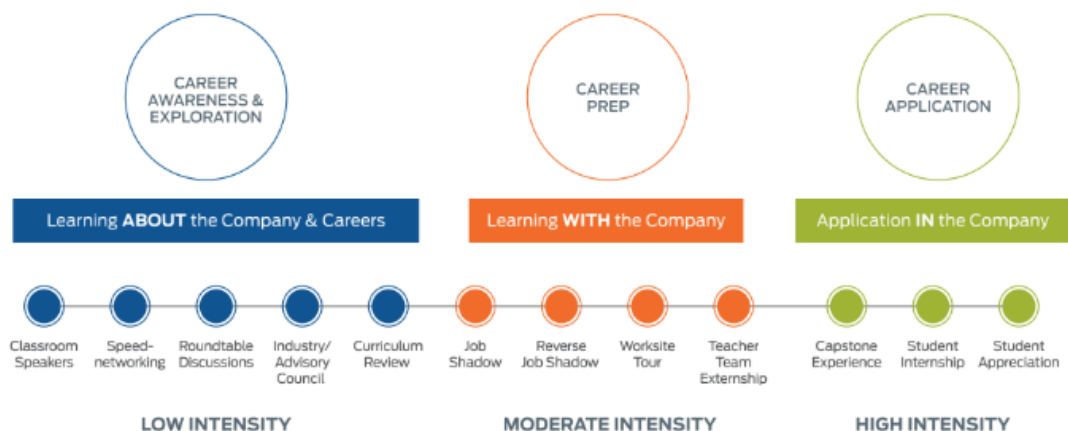


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Ford NGL Community-connected Learning transforms the way teachers, students, and employers engage with each other. It is a customized step-by-step process that prepares students for their future careers, connects teachers to real-world applications of their course content, and strengthens employers' local talent pool.

The following are powerful partnership opportunities that allow the employers, teacher teams and students to deepen their engagement that lead to a return on investment for all.
**The order does not represent the order in which the activities should be completed.*



Advisory Board

In academies, the advisory boards required of CTE programs by the Perkins legislation take on deeper and broader roles in their work with pathway faculty and students. These roles include such activities as curriculum development, mentoring, working with students on projects, and working with academic teachers.

- Take on deeper and broader roles in their work with a particular pathway faculty and body of students.
- Assist in curriculum development, mentoring, and working directly with students and teachers.
- Aid in reflecting on learning and the continuous improvement of Ford NGL Community-connected Learning.

Business Roundtables

A business roundtable consists of a series of table discussions (3-4) held either at the employer partner's site or at the school. Each teacher has an opportunity to hear from several different professionals. (The suggested duration for a full experience is three hours to a half-day.) Teachers hear and learn about the world of work from multiple perspectives of the workforce.

- Roundtables are best held with either an established academy partner or a company with previous roundtable experience.
- Employer should represent a broad range of jobs and expertise.
- Events held at an employer site can benefit the roundtable by preceding the discussions with a worksite tour.

Career Mentors

Mentoring is typically offered by an employee of an academy business partner. The mentor meets regularly with one or more academy students to provide career advice; offer academic and technical support; and help them make connections to others in the community in their career field.

- The mentoring experience will last for at least a semester and up to a year or more.
- Mentors are trained before entering the program.
- Mentoring can occur with an individual students or with groups of two to three.
- There's a powerful (and strategic) connection when the mentors also connect to the students' learning (e.g. authentic project-based learning)

Classroom Guest Speakers

Guest speakers help integrate real-world experience and perspectives into classroom learning to ensure relevance.

- Speakers should collaborate with the classroom teacher to ensure their presentation is clearly connected to classroom content. In other words, the speaker works with the teacher to make sure the content of the speech is relevant to the program of study.

College and Career Speed-networking

Speed-nating, is for students or teacher teams to learn in a short period of time more about the world of work and college pathways. This protocol can be adapted to focus on employer and/or college. Have fun exploring your community and connecting both teacher teams and students to the opportunities available beyond high school.

- Prepare your attendees by providing a list of professional, personal and technical skills needed on the job (or college).
- Provide opportunities to help students prepare for the event by allowing them to practice professional behaviors and display professional attitudes. During this time also allow them time to prepare their interview questions by researching the employer/s (or attending college pathways).
- During the event, allow no less than 10 minutes per round to allow a discussion to take place between all participants.

Curriculum Advisement

Curriculum advisement ensures that the academy's curriculum reflects industry standards and prepares students for the future workforce. Partners recommend industry-recognized certifications and help develop curriculum which reflects industry standards.

- Advisory Boards or Industry Councils can support this for consistency across the district.

Job Shadowing for Teacher Teams

Job shadowing for teacher teams is an opportunity to follow an employer partner through a half-day or full day of typical work.

- Participation should include academic as well as CTE teachers within the same academy/pathway.
- Job shadowing helps ensure the experience is relevant to a particular pathway.
- Offers direct observation of the application of workplace skills and aids in matching professional skills to course content and skills.

Job Shadowing for Academy/Pathway Students

Students complete a job shadowing day in an employer partner's operation in order to gain a more in-depth knowledge of specific careers related to that industry.

- A job shadow is an opportunity for students to gain exposure to careers in the related industry.
- Students are able to envision a job description and career based on the employees observed and gain an appreciation for the primary activities, skills, education, and technical skills required.
- The experience helps students see what professionals are required to do and how their performance is evaluated.

Instructional Collaborators

Subject matter experts (SMEs) become an instructional collaborator partner with the academy team.

- Instructional collaborators support the academy team's development of the problem-based or challenge-based case experiences for their students.

Industry Council

Industry Councils are industry-specific groups that synthesize information on workforce demand projections and workplace needs and opportunities. Based on that information they provide advice to secondary and postsecondary schools. This advice guides schools and postsecondary institutions in modifying existing programs, creating new academies and pathways, and engaging employers in supporting existing or emerging career academies.

- Industry councils provide a forum for senior business leaders to fulfill their essential role in aligning business participation around each high demand pathway.
- Synthesize information on workforce demand projections and workplace needs and opportunities.
- An effective industry council is able to identify long-term regional expansion criteria to meet broader workforce goals.
- Align business participation around high demand pathways, ensuring there are sufficient employer partners for a district.
- Offer business leaders insight into district policies, programs, and practices: their relevance to workforce readiness and the role Ford NGL Community-connected Learning plays in these strategies.
- Provide advice to secondary and postsecondary schools that guides in modifying existing programs, creating new academies and pathways, and engaging employers in supporting existing or emerging career academies.
- These councils engage senior-level business leaders in reviewing district policies, programs, and practices regarding workforce readiness.

Student internships

Select students enhance their pathway education through an internship in a related business. Internships allow students to add meaningful credentials to their student portfolio before graduation.

- Provide individual students with immersive experiences in a related business that enhance their education about that career pathway.
- Enhance students' subsequent challenge-based learning experiences through their deeper understanding of an industry and its careers.

Teacher Team Externship

Depending on which level of Ford NGL Community-connected Learning the teacher team and employer partner are on will determine the time of externship that is experienced. For example, a Level 3 would be considered a problem-based externship vs a Level 4 a challenge-based externship. Regardless of the level, the following hold true: teacher teams immerse themselves in the localized problem (or organizational challenge) faced by an employer with the outcome that the teacher team package up a “case” that is accessible to students. Typically this experience is conducted over a two or three day period. This is considered a more high-intense activity and requires more time of the partners (teachers and employers) to ensure its success.

- It is important to have a dedicated individual to facilitate communication between the teacher team and host organization. This individual coordinate the interrelated details key to the development of the “Case”, the externship experience, and the instructional collaboration opportunities that follow the externship. Within a powerful partnership, this role is sometimes referred to as an employer partnership manager.
- It is imperative that the externship has a direct connection to the teacher's standards and the academy/pathway student outcomes.

Worksite Tours

A worksite tour provides an opportunity for a team of teachers (pathway/academy) to get an on-site view of an employer partner's operations and gain an understanding for its products, methods, and processes. Teachers gain a richer context for incorporating relevant content into teaching and learning. A worksite tour helps identify key business processes and operations which could serve as the basis for a teacher team externship.

- We strongly recommend a worksite tour before arranging and conducting a team externship.
- Emphasis should be placed on the interdependence, communication, and collaboration among departments.