

WORKFORCE DEVELOPMENT *Through CTE* **SUMMIT**

Proceedings Document

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ASSOCIATION FOR
CAREER & TECHNICAL
EDUCATION®

Association for Career and Technical Education ®
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Executive Summary

The Workforce Development Through CTE Summit was a recent one-day gathering of policymakers, industry practitioners and representatives from industry associations. Thirty-nine participants from 41 different organizations came together to build consensus on how a new working relationship can address the need to develop a pipeline of skilled workers to grow the economy. The Summit was hosted by the Association for Career and Technical Education (ACTE) in collaboration with the National Center for College and Career Transition (NC3T).

This Summit was part of the larger ACTE CareerTech VISION conference and included access to the Construction Careers Pathways event and ACTE's Career Pavilion.

Specifically, the following three goals gave structure to the Summit:

- **Goal #1:** Establish / grow an understanding within industry sector trade organizations of the importance/value of high quality career and technical education (CTE) and the benefit to them in supporting it.
- **Goal #2:** Identify ways for a large group of industry sector trade organizations to collaborate on workforce development messaging, communications and other activities.
- **Goal #3:** Pursue opportunities for engagement between industry trade sector organizations with CTE through events and activities that connect them with educators, parents and others to identify new tactical approaches that support CTE programs ability to deliver skilled candidates

Attendees listened to two panels by government and industry experts and participated in three break-out sessions. The topics of the panels were on the national perspective and industry best practices. The three interactive break-out discussions generated ideas and recommendations around the topics of: 1) best practices, 2) messaging and 3) collaboration.

The next steps are envisioned to identify and select projects and activities that the CTE community and business/industry could partner to collaborate on.

The following proceedings document reviews the events of the day, the findings and outlines the next steps to keep the momentum moving forward.

Background

Over the past several years ACTE has been involved in multiple conversations with business and industry about how the CTE system works, and how to best engage it. Driving this interest is the growing 'skills gap' between the need for skilled workers and the lack of qualified candidates for available positions. While most companies engage in recruitment activities and interact with workforce development entities, their interaction with CTE programs varies greatly due to a number of reasons. The immediate need for skilled workers and unique educational delivery models contributes to a confusion about how to approach and work with schools, technical centers, and community and technical colleges.

Similarly, educational personnel are often unacquainted with the operational processes of business and industry and are unsure of how to structure relationships with commercial enterprises. Coupled with a specific mandate focused on learners' needs, many in the educational community have been challenged to build effective and ongoing relationships with the business and industry community.

With the recent passage of federal and state legislation that supports increased attention and interaction between the workforce and educational communities, through such programs such as the Workforce Innovation and Opportunity Act and the Strengthening CTE in the 21st Century Act (Perkins V), the opportunity to do more to connect these communities has grown.

While many groups in government, workforce development and CTE strive to address this disconnect, the need to focus on the issues that prevent these two approaches from coming together, and implement tangible activities that lead to results, has yet to produce a significant impact on preparing our next generation of workers.

In 2018, ACTE's Board of Directors, in acknowledging its role in this pursuit, established a goal within its most recent strategic plan that commits to addressing the business / industry and education relationship and to support specific initiatives that move the goal of strengthening them forward. As a first step, ACTE moved to establish a dialogue with a core group of interested trade organizations and companies, across multiple career sectors to establish consensus on the need for new collaborative approaches. The result of which was the planning for the Workforce Development Through CTE Summit. To help guide the work of planning for the event, ACTE secured the services of a leading expert in business-education partnerships from the NC3T and enlisted 3 business advisors from the International Sign Association (ISA), NCCER and the Associated Equipment Distributors (AED) organizations. The day's agenda was informed through a survey of participants and the activities organized with the assistance of the planning group.

- Michael Connet, ACTE Associate Deputy Executive Director

Summit Goals

The full presentation of the Summit's goals as presented by Brett Pawlowski, Executive Vice President of NC3T, is included in the Addenda.

Our work today is focused on finding specific approaches to bring business and industry's workforce development activities together with CTE. Participants are being asked to help build consensus on how a new working relationship can address the needs of developing a pipeline of skilled workers to grow the economy.

Goal #1: Establish / grow an understanding within industry sector trade organizations of the importance/value of high quality CTE and the benefit to them in supporting it.

Some possible outcomes could include:

- Use the ACTE High Quality CTE Framework in industry specific workforce development messaging.
- Develop industry specific career pathway mini-conferences similar to the Construction Career Pathways Conference tomorrow.
- Identify the specific skills gap elements that their sectors are lacking and how ACTE / CTE can help address them.

Goal #2: Identify ways for a large group of industry sector trade organizations to collaborate on workforce development messaging, communications and other activities.

Some possible outcomes could include:

- Showcase best/effective strategies and dissect specific efforts to find common issues/messaging
- Explore interest in a consortia or working through a Business Industry Advisory Group

Goal #3: Pursue opportunities for engagement between industry trade sector organizations with CTE through events and activities that connect them with educators, parents and others to identify new tactical approaches that support CTE programs ability to deliver skilled candidates.

Some possible outcomes could include:

- Participate in Workforce Opportunity Visualizations (see display ad)
- Participate in the Career Pavilion and it's replication
- Develop an industry specific STEM Mentor (for distribution via ACTE STEM Parent)
- Attend/present at CTE conferences and events

Welcome Remarks

Good morning. I want to thank you for coming to San Antonio to be a part of this Summit and the important collaboration that we want to build with you.

As the President of the Association for Career and Technical Education's Board of Directors, I bring you greetings from my colleagues who are meeting at this very moment just across the hall from here.

Throughout my career in CTE in Utah, where I have had the good opportunity to teach students about food and the myriad personal and professional opportunities that surround it, I have always valued and cherished the commitment of the businesses and companies in my town. So recently when our national organization began to discuss what strategic direction we needed to follow for the next three years, our partnerships with the business community became one of the fundamental components of our new plan.

At the same time, we realized that with all of the changes in the world of work and throughout the CTE community, it couldn't just be a commitment to do the same things we always have, or just more of them. So another key component of our strategy is to emphasize innovation in our efforts. Together, that is why I am so happy that you're here today to plan and commit to a new path of how we will work together. This can only be truly impactful when we find and agree on how to do this together. While I know you'll hear about many great initiatives that your peers are doing, what will be most valuable is when you will challenge us to do more, and help us figure out how we can work together to make a difference in where CTE can address the skills gap that so many companies face today.

As you no doubt know, this week we are convening the largest annual gathering of career and technical educators in the country at CareerTech VISION. I want to assure you that we are using this opportunity to inform and educate our community about the importance of our partnership with you. What I most want to have happen as a result of the work you're initiating here today, is to be at next years' conference and report that this Summit was the starting point for the amazing things that have happened through CTE throughout 2019.

If you're staying on for the events tomorrow or the rest of CareerTech VISION I urge you to speak with our attendees, from the diverse parts of the CTE community and discover for yourself the passion and commitment that they have to their students, for their craft and to provide you with the skilled talent needed to propel our country forward.

Thank you again for your commitment to make a difference and I look forward to working with you to achieve our mutual goals.

-Becky Cox, ACTE Board of Directors President

Good morning. I'm very happy to be here with so many leaders and thinkers from throughout the trade association and education and workforce thought-leader community. I want to thank you for making the time to come and contribute to making a difference in how CTE can prepare our next generation of workers.

I also want to be sure to thank Brett and his company, NC3T, for the leadership in planning this Summit and helping direct us towards our work together.

In a few minutes, you'll be hearing from Stephen about our efforts to bring our educational community together with those of you in workforce development. This might prompt you to ask two questions: Why now and what is different about this conversation.

The answer to both questions is found in the surge of interest in career and technical education. We believe that this is a time that is presenting us with a unique window of opportunity to make a difference in the way CTE prepares learners for success in the world of work. By more directly connecting the efforts of the 200,000-plus CTE professionals with business and industry, we can ensure that the skills that employers need are delivered.

But what is different about our conversation today is not simply an acknowledgement that we can only address the task ahead by working together, but that we realize we need to all be pulling in the same direction. And that involves growing the number of learners participating in high-quality CTE programs.

Providing educational pathways that prepare learners for work generally involves helping them to transition from secondary to postsecondary studies and into lifelong learning. Pursuing this objective is an important part of the education ecosystem, but it needs to keep its focus on building needed skills in learners leading to careers. When coupled with a perception that career and technical education is a less-valued avenue of education, the impact has been that a limited the pool of learners and their families pursue participating in CTE programs. This is what is ultimately needed to be able to grow the pool of talent available to address the skills gap.

It's not news to you that while this stigma persists, the reality is that CTE programs produce learners who not only perform at a higher level academically than their peers who do not participate, and are more likely to continue to pursue education in postsecondary programs.

Consequently, we're looking for you, as our partners, to help us directly address this challenge; to grow the number of learners in high-quality CTE programs across the nation.

I look forward to not just today, but for the ongoing opportunity to work hand-in-hand with you to implement strategies and efforts that will make a difference in expanding a skilled talent pool for your members. But we can only hope to achieve this goal by your active involvement in this process. So please speak up where your ideas seem to diverge from others; share your thoughts on where you want to commit your time and resources to work collaboratively, and to listen with an ear towards how working together we can realize the true potential of an education-business alliance.

Thank you and let's get to work.

-LeAnn Wilson, ACTE Executive Director

Overview of CTE and Summit

Stephen DeWitt, ACTE Deputy Executive Director, focused the first presentation of the day on the current state of the CTE field. One of the main challenges heard from organizations and companies in the industry is around recruiting good talent. Through the years, the focus has evolved from vocational education to preparing well-rounded students for successful careers.

ACTE has about 25,000 members but is also connected to over 200,000 practitioners in the field. The 11 divisions of ACTE represent all the sectors of CTE to assure that we, as an Association, stay up-to-date and in tune with the needs of our members.

ACTE advocates for high quality workforce and career readiness needs of the businesses and industries represented by our members.

The full presentation as presented by Stephen DeWitt is included in the Addenda. Below are links to a number of the relevant resources mentioned in his talk:

- ACTE has a **Business and Industry Advisory Group (BIAG)**. This group of business leaders works to advise on relevant programming and advocates for CTE issues, such as Perkins V.
- A new Perkins law was recently passed: "Perkins V: the Strengthening Career and Technical Education for the 21st Century Act" (Perkins V). This new law strengthens the relationship between educational programs and business and industry. Please refer to our website for more details: www.acteonline.org/perkins-implementation/
- ACTE worked with Brett Palowski and NC3T to develop a publication, "Building Advisory Boards That Matter," to help CTE practitioners better understand how effective business partnerships are formed and implemented. Copies were handed out to the attendees; additional copies can be purchased online at: iweb.acteonline.org/Purchase/ProductDetail.aspx?Product_code=BADVISORY
- ACTE has a series of 14 Sector Sheets that describe CTE's role in growing a qualified workforce for vital industry sectors. These sheets are routinely updated and are sent to thousands of school counselors each year. These sheets can be found online at: www.acteonline.org/why-cte/what-is-cte/basic-facts/sector-sheets/
- ACTE has also been working on some terrific infographics to tell the story about industries in an easily-digestible graphic format. You can find a recent example of salary data in *Techniques Magazine*: www.acteonline.org/publications/techniques/

- You may have had a chance to visit the Career Pavilion as part of the CareerTech VISION conference. ACTE has found the Career Pavilion to be a great way to spark conversations about how to align with our nation's workforce needs. We have partnered with other organizations to host similar events during their conferences. If you'd like to collaborate, please don't hesitate to reach out to us. You can find more information at: **www.careertechvision.com/careerpavilion.cfm**
- Similar to the 'in person' Career Pavilion event, ACTE also has an Industry Connect blog used to increase educator interest in collaborating with business and industry by sharing information, news and activities that highlight the connection between CTE and employers. We encourage you to consider submitting blog posts to share your message to CTE educators. You can find the blog here: **www.acteonline.org/partners/industry-connect-blog/**
- ACTE has recently introduced a new STEM Parent program to engage parents in their students' career choices by educating them about "New Collar" technology careers. Students are provided an online mentoring experience linked to specific occupations and sectors. The program provides a personal career management platform that helps parents develop a pathway for their student to the most in-demand careers in STEM. Find out more information at: **www.actestemparent.com/**

Panel Presentations

Panel 1 – The National Direction – Initiatives of the Federal Government and Foundations

- U.S. Department of Education – Robin Utz, National Programs, Office of Career, Technical and Adult Education
- U.S. Department of Labor - Amanda Ahlstrand, Administrator, Office of Workforce Investment
- Federal Reserve Bank, Atlanta – Stuart Andreason, Director of Center for Workforce and Economic Opportunity
- UpSkill America / The Aspen Institute – Jaime Fall, Director

Each panel member shared an overview of their best practice:

- Brief overview of agency/ foundation
- Key programs connected to the collaboration between education and industry
- Where to go (websites, events, etc.) to find resources and helpful information on your programs
- What's coming: New regulations, new research, new grant programs
- Who attendees can contact if they have information or questions

The moderator also asked the following questions:

- What examples of effective collaborations have you have seen and/or research on effective collaboration?
- If you were in industry – if you represented one of the trade associations here in the audience – what would be the most effective things you would do to tackle your workforce challenges?

Panel 2 – Industry Best Practices

- NCCER – Dan Belcher, Director of Workforce Development
- International Sign Association – Alison Kent, Director of Workforce Development
- Rhinestahl Corporation – Amy Meyer, Vice President Corporate Development

Each panel member shared an overview of their best practice:

- Intro to the organization: What challenges are they facing, how is their association structured
- What was the challenge being addressed
- What research/planning went in to creating the solution
- Describe the program model and details
- What role did your members play in this initiative? Were they involved in the design of the initiative? Do they have an active role in implementation?
- Cost?
- Outcomes?
- Next steps?

The moderator also asked the following questions:

- Which educators (MS, HS, postsecondary, counselors, administrators, etc.) did you work with to implement your campaign? What was your experience?
- What lessons did you learn after designing and implementing your activity? What would you have done differently?

Report Out #1 – Task and Key Comments

Discussion #1: Sharing Challenges/Successes Best Practices

Prompting questions at each table included:

- Best results with middle school, high school, or postsecondary?
- Focus on career awareness, career exploration, or career preparation?
- Do they work on behalf of their industry members, do their members do the hands-on work with association support, or a mix?
- What has been most effective? How do they measure/track success?
- What barriers prevent them from doing more or having a bigger impact?

The following themes highlight the main challenges and successes that were shared by the six tables of attendees:

Many tables discussed the involvement of a wide range of stakeholders:

- Create a directory of people that you can go to for advice or to pull into conversations.
- We build tool kits for our chapters or for our local members to be able to use to go to the school and promote CTE at the school in their particular industry.
- Reach out to guidance counselors in getting their involvement and engagement.
- Curriculum development could be created at the industry level, and then pushed into the schools to assist with funneling the education.

The different sectors still have more in common than they might think:

- Frame the message so that all the vocations work together to build the house or to get the food to the table, It's about systems thinking, it's project management skills, it's problem solving, and taking those particular individual skills back down into the schools to start teaching them that so they can start asking about the questions and pursuing other things.
- All of these CTE industries have common competencies. Technology and soft skills and Human Services and problem solving and innovation can translate to multiple industries. We would like to identify what those competencies are and approach the overlap together rather than just funneling students down one path or another right off the bat.

One very common theme revolved around building awareness of CTE:

- Building awareness at the school counselor and parent level, is huge. We still, still have a narrative that's being spoken to our children that four-year universities is the way to go, and the school systems are not helping us at all with that narrative. CTE isn't on the radar as an option to explore.
- Be sure to give somebody multiple options to engage with CTE
- As organizations we need to empower our members to be advocates and use their voices in their communities.

Another common challenge revolved around citing a local marketing message with national industry data:

- While education is typically local or state-driven, it is hard to gather data about CTE at a national level.
- Back what you're saying up with research and studies, job task analysis, standards, certifications.

Funding was also discussed as part of the issue – who will pay for it?

- Funding is a large part of our concern.

Another common recommendation was to meet young people where they are:

- We want to put programs together that are short, one minute that work on Instagram, 90 seconds on Facebook that talk about the thrill of the industry. We want to tell a story about someone that they can relate with and in a fashion that they can relate to, and that will bring people in.
- The trend of Digital badging is coming to the forefront.

A common shared success revolved around getting active early on in a students' education:

- While most of us tend to focus more on the high school level because of that, maybe quicker entry into the workforce, there are organizations focusing on sixth, seventh, eighth grade.
- Bring project-based learning to the classroom and give students an opportunity to really get hands-on and re-imagine learning. It's not just sitting and listening to a lecture; it's really getting your hands dirty and doing stuff.
- We would like to develop apprenticeship programs. The primary barriers that we identified were a pipeline of qualified instructors, that we've got a lot of professionals who we don't want to leave high paying jobs to go into teaching that skill or teachers who don't have real world experience.

Report Out #2 – Task and Key Comments

Discussion #2: Consistent Messaging

Prompting questions included:

- Which audience do you focus on in your messaging? Are you primarily trying to reach parents, the public at large, students, counselors, CTE educators, or general educators?
- As an association, are you reaching these audiences directly, or giving your members the knowledge and tools to do this work themselves?
- What messages are you trying to share?
- What channels do you use (mass media, direct mail, materials sent to schools, online tools, etc.)?
- How effective has your messaging been? How do you measure that?
- What would you be willing to do to modify your messaging to allow for consistency and growth the universe of learners into workforce development/CTE programs?

While many ideas expressed were similar, below are the main highlights of what the six tables of attendees shared.

On topic for this particular discussion, one major request was to use top-down messaging about CTE for consistency, but allow for customization by sector or region:

- One of the biggest challenges is the opportunity to have a national narrative. We should align it with something the DOL is already rolling out down the road a little bit and try to dovetail in on that.
- ACTE can challenge us to think differently on what our messaging is to make sure we have value propositions that work for our members. We could build a matrix of communication that it looks a little differently for different audiences.
- We would like for ACTE to help us build a national campaign on a standard platform, but one that allows the sectors to promote their different interests within that.
- We need unified message is that you can have a fulfilling career doing this kind of work. We need to include the salary that you can be making. We talked about storytelling with real life people who work in your industry but also making sure that the people who you're using for those stories are representative of the future of your industry and who you're looking to attract. They need to have more equity in terms of race and gender.
- ACTE could possibly offer a career readiness certificate. Perhaps 80% of it would be just general competencies and then the other 20% would be specific to individual career clusters or individual industries. That way when you hired a student, you know that they would have certain competencies.

Participants discussed that students should be encouraged to explore a full range of options:

- Career tech schools should lead the way in having students do career exploration and have some career clarity so when they come into high school, they can start taking more specialized courses.
- People have to want to do the kind of work that you're asking them to do. Create campaigns that speak to the kind of things that people like to do when they were kids; you can do that kind of work as an adult.

- The data say that students who take at least one career tech course have a higher rate of graduation, they have a higher rate of going to college. Why don't we insist that all K through 12 educations have that career component?
- We talked about breaking out of that career cluster because people can work across our associations as well. You come in as a carpenter, but then you can become a project manager, and you can own a business down the road.
- If we do a national CTE campaign we need to be careful not to discourage college too; many businesses will help their employees pay for college.

Several tables discussed how to spread the message. One solution is to leverage existing resources:

- Use industry messaging to push involvement. If the schools aren't biting, can you use your members of industry to talk about what it is that they're doing. Parents in the industry can talk about it in PTA meetings, Scout meetings, or sports teams. They can be your best spokespeople because they're living it every day.
- Working with the School Counseling Association is key. What can you do as the industry to help them understand your program better? Create a communication tool kit or even just a one pager where it's like, "This is our program and this is why it's great, this is what these students will have an opportunity to achieve if they participate."
- We talked about highlighting students who have been successful in programs such as DECA, FBLA, SkillsUSA and FFA. Those are the ones that are going to come back and speak volumes to the students that are already there.

And again, meet the students where they are:

- Make sure that our audiences are targeted appropriately, specifically when it comes to the social media platforms and YouTube.
- We have to meet the people on the platforms they are using; we should not assume everyone will check out our websites. This probably means beefing up your communications team and creating a social media strategy.
- Students tend to use the social media, while the adults and influencers tend to use kind of the more traditional media
- We talked about using videos as a good messaging tool.
- We need to speak in a common language that young people will be attentive to. "Ecosystem of opportunity" is more attractive than "career alignments" or "career ladders."

Don't forget that data is your friend:

- Use metrics to measure the effectiveness of messaging in a media campaign.
- We really talk about the importance of tracking data so that you know the ROI of your marketing campaigns.

A few additional comments revolved around industry challenges such as hiring standards and aligning company cultures:

- We discussed the employability of those who have traditionally been not been hired, such as those who do not have a high school diploma or GED and felons.

- For most of our industries, we need to empower our member companies to make changes at their level. Educating them and getting them to shift their corporate culture so that what we're talking about in a campaign is actually being lived out.

Report Out #3 – Task and Key Comments

Discussion #3: Collaboration Commitment(s)

Prompting questions included:

- We all have unique issues to some extent, but what are our shared challenges?
- What are some of the areas in which collaboration would be more effective than solo efforts? (Possible areas to explore: public awareness, informing policy, research into effective practices, building infrastructure like a database of program models, training educators and counselors, etc.)
- Of those discussed, which 2-3 would be top priorities?
- What would be some effective “first steps” on those?
- What kind of body would be needed to coordinate those activities?
- What commitment do you think your organization would be willing to make? Funding? Resources? Personal time/leadership investment? Manpower?

Many of the points made during this third table discussion moved the conversation from brainstorming to action. The following points represented what the six tables of attendees shared:

One major theme revolved around connecting the industry leaders and educators in alignment:

- We need access to the CTE instructors to inform everyone what the associates in the industry are doing
- One idea is to have a visioning session with employers to discuss what success looks like for students coming out of high school or post-secondary education.
- Would like to see more educators represented. Because us trying to come up with the solution may not be what educators really need and really want. We need buy-in from them.
- There should be a master list of grants and scholarships that are available in our various industries.

Another big recommendation was to share information across sectors and across state lines:

- Rely on the body of knowledge that our associations in the industry actually have
- We really need to start sharing lessons and best practices in personnel resources, to help implement across industries across states (example that South Carolina created an apprenticeship program to allow 15-year old students to work in manufacturing which has now spread to North Carolina and Tennessee)
- So much happens on the local and state level; need to be able to share best practices to a wider audience
- There are multiple groups doing the same exact thing. We should bring everyone together to focus on messaging, funding, and what are those professional core competency skills that kids need to have.
- We need a task force that focuses on workforce and has cross sector representation from state, local, feds, including educators, industry, civic, etc.

Several tables reiterated comments made in the previous discussion about the need for consistent messaging:

- We still badly need a unified voice.
- In order for association members to understand who ACTE is and what today's challenges are, we need to develop a shared out value proposition.

And also reiterated the need to meet students (and their parents) where they are and speak their language. Address concerns that young people have to make CTE more attractive:

- In February during CTE month, we need to get #CTE trending.
- Figure out how to also bring this messaging to parents.
- Millennials value organizations that are doing good things and giving back.
- Take the sector sheets to the next level by including salary information and full career trajectories, from entry level to advance positions within the individual sectors.
- We should change the narrative from “college -OR- career” to “college, career and life.”

And again, at least one table addressed the reality of who will pay for these initiatives:

- We need to advocate for funding

Post-event Survey Results

A nine-question survey was circulated via SurveyMonkey following the Summit. The following responses reflect feedback submitted by 28 attendees:

1. Did the Summit meet your expectations for developing a better understanding of where CTE and Workforce Development intersect, and allow you an opportunity to share your perspectives on how to improve their working relationship?

The majority of the responses reflected a positive 'Yes.'

2. If Yes to the previous question, please describe how the Summit was able to achieve this. If No, please describe where the format failed to meet this objective.

A few anonymized responses:

"Liked the small group approach to discussing specific topics. Enabled people from different backgrounds to share what they were doing or challenges they were facing."

"The combination of attendees at each table led to robust conversation; I appreciated the ability to interact with like-minded people across different sectors of the CTE world."

"The mix of folks in the room allowed the Summit to achieve this objective. I might have liked more opportunity to mingle with other tables. A panel that featured employers alongside their CTE partners would have been interesting (to hear about program development, relationship maintenance, etc.)"

"both Yes and No... Yes, by getting a great group of leaders together and I liked the "Group Activities". No, because there were a significant number of people there that I did not get to really engage with because I did not happen to be at their table and the networking time was limited."

3. Did you learn things from talking with your peers that will help your workforce development efforts? What takeaways did you gain?

A few anonymized responses:

"Yes; that most if not all of the CTE clusters face the same issues relating to messaging that you can have a fulfilling and well-paying career."

"Learning how they engage employers was extremely useful. It's been one of our biggest singular struggles."

"Absolutely. It allowed me the opportunity to see things from a business perspective and to be able to ask questions on a deeper level."

"More of a confirmation of recognized workforce challenges. I thought it was useful to recognize that associations could look within their membership to highlight best practices."

"Yes. Everyone seemed to be focused on crafting the right message to attract workers, but few were looking at other ideas that could improve the attractiveness of their industry. My takeaway was that too many aren't yet willing to address underlying problems with why their industry isn't attractive and just want to "sell" it better."

"Absolutely! Reinforced much of what I already knew, such as the value of data, and hearing what other groups are already doing, what some of the "buzzword" terms and concepts mean in application (i.e. "digital badging") how people are approaching apprenticeships and other partnership models..."

4. On a scale from 1-5, how important do you believe cross-association and cross-sector coordination are in addressing workforce challenges?

The average response was 4.5 out of 5.0.

5. What specific actions do you think we should take as a group? (We discussed this in the last session but want an additional opportunity to hear your solutions.)

A few anonymized responses:

"Most importantly, keep the dialogue going and look for ways to keep those that are willing, passionate and committed enough to keep looking for ways to work together. I think specific action items are good, but for now, convening the "industries" is more important. I would recommend doing a version of this event on some regular basis. I would also look to coordinate with Advance CTE and possibly CCSSO? USDOE's involvement is also essential."

"Coordinated messaging campaign that CTE can lead to a fulfilling career that pays well; should include messaging to parents specifically."

"Getting businesses more involved in course offerings and curriculum. Getting businesses more involved on a government level...not politically, but to let elect officials know that CTE and businesses are working together cooperatively and are a unified voice that needs to be listened to."

"Working with guidance counselors and schools to see job experience and jobs as a successful next step after high school (i.e. college isn't the only good option) Restoring the dignity of a first job Encouraging students and schools to consider working during school (work release programs, project based learning that involves a job)."

6. Would you be willing to participate in 3-4 conference calls throughout 2019 to develop and implement a collaborative plan?

Almost all of the attendees responded 'Yes.'

7. If "Yes" to the previous question, please provide your contact information below:

Contact information will be used for ACTE purposes, but will not be shared outside of the organization without your permission.

8. Do you believe a follow-up in-person meeting of this group would be beneficial?

78% of the responders agreed an in-person meeting would be beneficial

9. Is there any other information that you would like to share that can help further direct our efforts to create a Proceedings document?

Anonymized comments:

"I think the more we help people (businesses) understand what CTE is; that they are part of it, what their role is, HOW TO engage and then work on making it EASY to engage. I think once all these things happen, so many other things like advocacy, increased resources, funding and other support, and then ultimately removing the stigma and parent-pride will all follow!"

"For the next summit/working session, an idea might be to switch up the table groups. I appreciated getting to know my group on a deeper level since we sat together for the whole day, however, I didn't get a chance to get to know any of the other people at various tables. Luckily, I had a table with mostly association professionals, which made it easy to "speak the same language" however it would be nice to chat with different people throughout the day. For example, we could have sat with a different group for each of the 3 questions. Overall, it was a great summit and I loved participating. I look forward to the positive outcomes and being a part of the process in the future!"

"Industry alone cannot make significant changes to the available talent needed in skilled trades. We have to do a better job of joining in sector summits to work at hybrid solutions such as work-based learning, non U.S. DOL registered apprenticeships, as well as spread the word on models which have a significant impact to provide go-to resources for scaling and replicability."

"It would be great to arrange a working group at large, but also connect those in the same field. I'd love to communicate more regularly with other associations who were present."

"THANK YOU for taking the time (and energy and investment) to coordinate and host this meeting. I know it was a lot of work to add this event to an already very busy week, but I think the positive energy and information shared was entirely worthwhile. I can't wait to see what comes next and I'm happy to help move forward!"

Thank you very much to everyone who provided this valuable input! We can see that many of the top ideas from the Summit breakout sessions were reiterated here in the comments on the survey. These ideas have helped ACTE to formulate the next steps.

Next Steps

During the Workforce Development Through CTE Summit participants were asked for their interest in being involved in follow-up actions arising from the Summit. The previous section of this Proceedings Document reflects the additional input on the event and the work undertaken by the attendees. The follow-up process is intended to build on the conversation started at the Summit to identify and plan how the participants can work collaboratively in actions and/or projects to grow a skilled talent pool to address skills gap needs.

The following activities and timetable comprise the next steps that ACTE is committed to working with the Summit attendees on:

- December 10, 2018 - Survey of participants for reflections on Summit and an invitation to submit posting(s) to the Industry Connect Blog
- December 31, 2018 - Proceedings to be published and distributed to Participants
- January 7, 2019 - Information about participating in a Career Pavilion event at the Coalition for Adult Basic Education (CoABE) conference to showcase sector workforce development activities and to develop a Workforce Visualization graphic will be distributed
- January 21 - Information about promoting CTE Month to be distributed
- Week of January 28 - Conference call to narrow project activities and to receive recommendations on prioritization
- February 4 - Prioritized proposed list of collaborative activities distributed to Summit attendees
- February 8-21 - Contact non-Summit attendees for feedback; contact other CTE affiliated Associations for feedback
- February 23- March 25 - Implementation plan production
- March 27 - Workforce Development Through CTE Project Implementation plan released / Next steps identified

Addenda

1. Summit Agenda
2. WFD Summit Participation Guidebook
3. Summit Goals by Brett Pawlowksi
4. Overview of CTE and the Summit by Stephen DeWitt
5. U.S. Department of Education presentation by Robin Utz
6. U.S. Department of Labor presentation by Amanda Ahlstrand
7. UpSkill America presentation by Jamie Fall
8. NCCER presentation by Dan Belcher
9. International Sign Association presentation by Alison Kent
10. Rhinestahl Corporation presentation by Amy Meyer

Summit Agenda

Tuesday November 27, 2018

8:00 a.m. - 4:00 p.m.

Travis C/D Room - The Grand Hyatt, San Antonio, TX

8:00 - 9:00 a.m. Breakfast

9:00 a.m. Welcoming Remarks - Review of Agenda and Goals - Host Brett Pawlowski
ACTE Board of Directors President, Rebecca Cox
ACTE Executive Director, LeAnn Wilson

9:20 a.m. - Setting the Stage - Workforce Development + Career and Technical Education
ACTE Deputy Executive Director, Stephen DeWitt

10:00 a.m. - **Group Activity #1:** Sharing Challenges/Successes - Best Practices

10:50 a.m. - Group Report Out

11:00 a.m. - Break

11:15 a.m. - The National Direction - Initiatives of the Federal Government & Foundations

- US Department of Education - Robin Utz, National Programs, Office of Career, Technical and Adult Education
- US Department of Labor - Amanda Ahlstrand, Senior Executive, ETA
- Federal Reserve Bank Atlanta - Stuart Andreason, Director of the Center for Workforce and Economic Opportunity
- Jaime Fall, Director-UpSkill America at the Aspen Institute

12:15 p.m. - Lunch / **Group Activity #2:** Messaging

1:00 p.m. - Group Report Out

1:15 p.m. - Industry Best Practices Panel

- NCCER, Dan Belcher, Director of Workforce Development
- International Sign Association, Alison Kent, Director of Workforce Development
- Rhinestahl Corporation, Amy Meyer, Vice President Corporate Development

2:15 p.m. - **Group Activity #3:** Collaboration Commitment(s)

3:00 p.m. - Report Out / Discussion

3:30 p.m. - Wrap-up / Next Steps



Participant Guidebook

actonline.org/wfd-cte



Attendees

(Rev. November 12, 2018)



Amanda Ahlstrand – Table 1
U.S. Dept. of Labor – E.T.A.



Stuart Andreason – Table 2
Federal Reserve Bank - Atlanta



Jeanette Barr – Table 3
PMI Educational Foundation



Dan Belcher – Table 4 *
NCCER



Tracy Bennett – Table 5
Lift & Move USA



Jason Blake – Table 6 *
Associated Equipment Distributors



Colette Buscemi – Table 1
IPC



Laurence Carolan – Table 2
NARI



Cheryl Carrier – Table 3
Ford Next Generation Learning

* - Table Facilitator

WFD Summit Participation Guidebook



Richard Delano – Table 4
Ford Next Generation Learning



Jaime Fall – Table 5
UpSkill America



Chris Guidry – Table 6
Strada Education Network



Mike Kenig – Table 1
Holder Construction



Alison Kent – Table 2 *
International Sign Association



Kenna Lewis – Table 3
Global Cold Chain Alliance



Adam Lukoskie – Table 4
National Retail Federation



Warren Lupson – Table 6
PAHRA



Amy Meyer – Table 5 *
Rhinestahl Corporation

WFD Summit Participation Guidebook



Brett Miller – Table 1
National Wood Flooring Association



Tim Mongeau – Table 2
Associated Builders & Contractors



Walter Newby – Table 3
N.A. Process Technology Alliance



Elizabeth O'Brien – Table 4
National Restaurant Association



Kate Offringa – Table 5
Vinyl Siding Institute



Stephanie Owen – Table 6
National Wood Flooring Association



Brenda Perea – Table 1
Credly



Catherine Perry – Table 2
Global Cold Chain Alliance



Jeramey Pickett – Table 3
Workforce Solutions

WFD Summit Participation Guidebook



Tracy Rettie – Table 4
American Staffing Association



Amy Saltzman – Table 5
National Restaurant Assn. Ed. Fndn.



Adria Salvatore – Table 1*
Woodworking & Furnishing Suppliers



Nicola Soares – Table 6
Kelly Educational Staffing



Adam Seldow – Table 2
Facebook



Cynthia Sheridan – Table 3
PHCC Educational Foundation



Ed Sherman – Table 4
American Boat & Yacht Council



Rebecca Shukan – Table 5
Diamond Council of America



Gregory Sizemore – Table 6
Associated Builders & Contractors

WFD Summit Participation Guidebook



Dana Sleeper – Table 1
Solar Energy Industries of America



Dan Taddei – Table 2
National Assn of the Remodeling Ind.



Kelly Trakalo – Table 3
Pearson



Robin Utz – Table 4
OCTAE/US Dept. of Education



Taylor White – Table 5
New America



Jennifer Wilkerson – Table 6
NCCER



Greg Zick – Table 1
National Assn. of Homebuilders

WFD Summit Participation Guidebook

Host and ACTE Staff



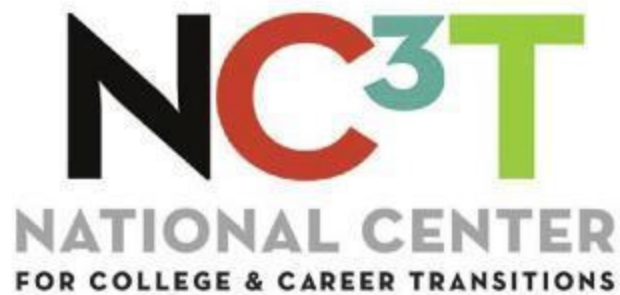
Brett Pawlowski
National College Career Connections



Steve DeWitt
Deputy Executive Director



Michael Connet
Assoc. Deputy Executive Director



WORKFORCE DEVELOPMENT

Through CTE **SUMMIT**

ACTE CareerTech VISION
November 27, 2018

Moderated by
Brett Pawlowksi
Executive Vice President



Your Moderator

Brett Pawlowksi
Co-founder and EVP
NC3T



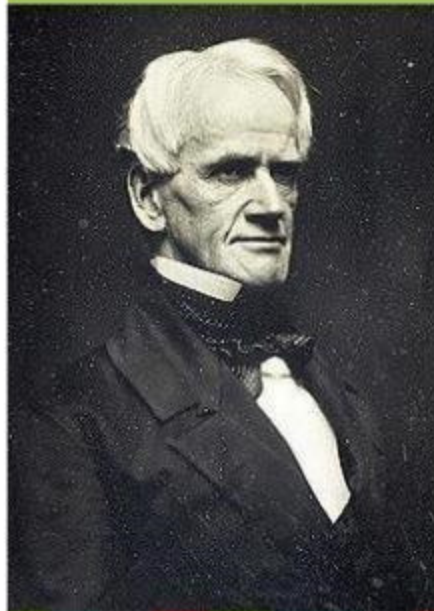
**Becky Cox, President
Board of Directors**



WORKFORCE
DEVELOPMENT
Through CTE SUMMIT



LeAnn Wilson
Executive Director



Horace Mann

"My object is to show that education has a market value; that it is so far an article of merchandise, that it may be turned to a pecuniary account: it may be minted, and will yield a larger amount of statutable coin than common bullion."

Today's Goals

- ☐ #1: Reinforce the importance/value of high quality CTE and your role in supporting it
- ☐ #2: Identify ways for industry sector trade organizations to collaborate
- ☐ #3: Consider what role ACTE can play



WORKFORCE
DEVELOPMENT
Through CTE SUMMIT

Today's Agenda

- ☐ Setting the stage (ACTE)
- ☐ B: Challenges and successes
- ☐ P: National initiatives
- ☐ B: Communications
- ☐ P: Best practices
- ☐ B: Planning
- ☐ Report out, next steps



WORKFORCE
DEVELOPMENT
Through CTE SUMMIT



Overview of CTE and the Summit by Stephen DeWitt



Overview of CTE and the Summit by Stephen DeWitt



ACTE Business and Industry Advisory Group

Focus

- ▶ Develop activities connecting business and industry needs and educational practices and addressing how they manifest in the workplace and educational environments.
- ▶ Harness the voice of business and industry to support CTE.
- ▶ Identify and recognize business and industry leadership around CTE.



ACTE

Workforce Development Through CTE Summit: Goal #1

- ▶ Establish/grow an understanding of the importance & value of high quality CTE and the benefit of supporting it.

ACTE

Overview of CTE and the Summit by Stephen DeWitt


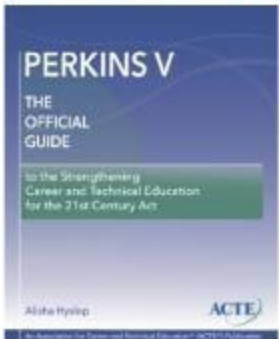
12 Elements of a High-quality CTE Program of Study

1. Standards-aligned and Integrated Curriculum
2. Sequencing and Articulation
3. Student Assessment
4. Prepared and Effective Program Staff
5. Engaging Instruction
6. Access and Equity
7. Facilities, Equipment, Technology and Materials
8. Business and Community Partnerships
9. Student Career Development
10. Career and Technical Student Organizations
11. Work-based Learning
12. Data and Program Improvement

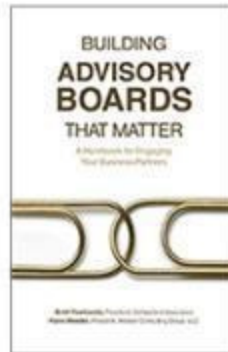


Perkins V - The Strengthening Career and Technical Education for the 21st Century Act

- ▶ Increased role for Business and Industry, including:
 - ▶ State Plan development consultation
 - ▶ Local Needs Assessment consultation



Connecting With Educators



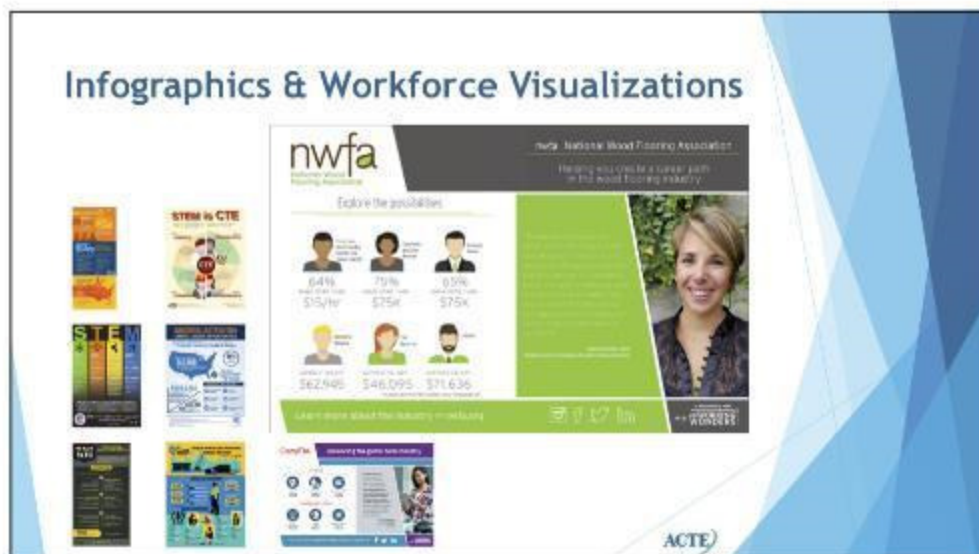
ACTE

Workforce Development Through CTE Summit: Goal #2

- Identify appropriate ways to collaborate on workforce development messaging, communications and other activities, and identify new tactical approaches to support CTE delivery.

ACTE

Overview of CTE and the Summit by Stephen DeWitt



Workforce Development Through CTE Summit: Goal #3

- ▶ Promote the opportunity for engagement to participate in CTE events that connect industry representatives with educators and identify new tactical approaches to support CTE delivery.



CAREER PAVILION



www.careertechvision.com/careerpavilion.cfm

Career Pavilion Hours and Location

- Wednesday, November 28, 12:00 p.m.–5:00 p.m.
- Career Pavilion Reception 4:00 p.m.–5:00 p.m.



Overview of CTE and the Summit by Stephen DeWitt



Goals of the Summit

- ▶ Establish/grow an understanding of the importance & value of high quality CTE and the benefit of supporting it.
- ▶ Identify appropriate ways to collaborate on workforce development messaging, communications and other activities.
- ▶ Promote the opportunity for engagement to participate in CTE events that connect industry representatives with educators, and identify new tactical approaches to support CTE delivery.

ACTE

Thank you!

ACTE

PERKINS

AN OPPORTUNITY TO "RETHINK CTE"

NOVEMBER 27, 2018
ACTE CTE SUMMIT

ROBIN A. UTZ
OFFICE OF CAREER, TECHNICAL AND ADULT EDUCATION
U.S. DEPARTMENT OF EDUCATION



STATEMENTS ON THE PASSAGE OF PERKINS V




"We will continue to prepare students for today's constantly shifting job market, and we will help employers find the workers they need."

President Donald J. Trump

"Congress came together to expand educational pathways and opportunities and give local communities greater flexibility in how best to prepare students for the jobs of today and tomorrow."

Education Secretary DeVos

TIME TO RETHINK



- Unemployment - 3.9 %
- Skilled occupations - 13% gap
- Health care - 1.1 million unfilled
- Manufacturing (2015-2025) - 2 million unfilled

reTHiNK SCHOOL

Question **EVERYTHING**

WHY...

to ensure **NOTHING** limits students from being **PREPARED** for **WHAT COMES NEXT.**

ed.gov

TIME TO RETHINK

reTHiNK SCHOOL

- How do you define/approve high-quality CTE programs?
- How can work-based learning, including "earn and learn programs" such as apprenticeships, be the rule and not the exception?
- What is the best role for employers in program development and delivery?
- How do we build the pipeline of teachers necessary to deliver the critical pathways local communities need?
- What is your state's level of commitment to Career Pathways and Programs of Study?
- How can "reserve" funds best be used to spark innovation and incentivize "high-quality"?
- What is the right secondary/postsecondary "split of funds" given today's environment?

4

PERKINS VISION



Expand opportunities for every student to explore, choose, and follow vertically-integrated career pathways to earn credentials of value.



LEVERS OF OPPORTUNITY

● ALIGNING CTE PROGRAMS

- State and local collaboration with workforce boards
- Opportunity to submit WIOA combined plans
- **Comprehensive local needs assessment**
- **Use of the reserve**

● FOSTERING COLLABORATION

- Extensive collaboration in State plan development
- Involvement of the Governor's office
- Timeframe for public hearings
- Consultation with adult education agency on split of funds
- **Statewide industry or sector partnerships to develop and implement Programs of Study**





LEVERS OF OPPORTUNITY

- **STRENGTHENING CTE TEACHER AND FACULTY PIPELINE**
 - One of four required State leadership activities
 - **Included as part of local needs assessment**
- **EXPANDING THE REACH AND SCOPE OF GUIDANCE AND COUNSELING**
 - **Middle school**
 - **Special populations recruitment**
 - **Informing parents and students about programs**
- **PROMOTING INNOVATIVE PRACTICES**
 - **Programs of study**
 - **Work-based learning, including apprenticeships**
 - Dual and concurrent enrollment programs and early college high schools
 - Pay for Success



LEVERS OF OPPORTUNITY

- **STATE AND LOCAL-DRIVEN CONTINUOUS IMPROVEMENT**
 - Common student definitions and measurement approaches
 - State-determined levels of performance
 - Disaggregation of data
 - **Program quality indicators**
 - Public reporting of data
 - Program improvement plans



PERKINS

**January 2019:
Perkins V State
Plan Guide**

<http://cte.ed.gov>

CTE@ed.gov

9.5

Workforce Development Through CTE Summit

San Antonio, TX
November 27, 2018

Amanda Ahlstrand
Administrator, Office of Workforce Investment
Ahlstrand.Amanda@dol.gov - 202.693.3488



Employment and Training
Administration

Apprenticeship.Gov with Apprenticeship Finder

Apprenticeship Finder Tool Plus Resources for Employers, Career Seekers and Educators.

The screenshot displays the Apprenticeship.Gov website interface. At the top, it says "YOUR ONE-STOP SOURCE FOR ALL THINGS APPRENTICESHIP". Below this is a search bar with the text "FIND THE APPRENTICESHIP THAT'S RIGHT FOR YOU". To the right of the search bar, there is a search filter box with the text "Search for 'Technician' apprenticeships in 'Harrisburg, PA' within '10 miles.'" Below the search bar, there are three main sections: "FOR EMPLOYERS", "FOR A CAREER SEEKER", and "FOR EDUCATORS". Each section has a brief description and a "Learn More" button. On the right side of the page, there is a "Search results for Harrisburg, PA" section. It lists three apprenticeships: "COMMERCIAL TECHNICIAN - ASSISTANT", "CLIENT SERVICE TECHNICIAN - APPRENTICE", and "TECHNICAL APPRENTICESHIP - POWER SYSTEMS". Each listing includes the location (Harrisburg, PA) and a "View Details" button. Below the listings, there is a "Detailed Technician - Apprentice" section with a "View Details" button. This section includes a "Summary" and a "Description" of the apprenticeship.

SKILLS COMMONS.org

An online library of 15,000+ free workforce development resources ready to be downloaded, adapted, and used



WORLD'S LARGEST OER PROJECT

While there are multiple repositories of Open Educational Resources, SkillsCommons is the world's largest OER project featuring job-driven workforce development materials, with more resources being added continually.

Designed and managed by California State University, SkillsCommons is funded through the US Department of Labor's Trade Adjustment Assistance Community College and Career Training grant program. The Open Educational Resources it contains were developed by TAACCCT grantees.



open for learning

Providers of workforce training can save time and money by using the OER on SkillsCommons, which is available under a Creative Commons license that allows anyone to use and adapt the materials.







***** MAKEOVER STRATEGIES *****

Materials on SkillsCommons can be customized to the needs of training providers who wish to adapt them using "Makeover" strategies. SkillsCommons' CONNECT Center provides examples and strategies for institutions, instructors, and instructional designers to transform the OER so it aligns with their goals more effectively.



DEEPENING EMPLOYER ENGAGEMENT, FROM ADVISORY ROLES TO STRATEGIC PARTNERSHIPS

| ADVISORY PARTNERS | HANDS-ON PARTNERS | STRATEGIC PARTNERS |
|--|--|--|
| <ul style="list-style-type: none"> Many community colleges have employer advisory councils that meet periodically to review curriculum content. Individual colleges adapt curricula to the skill requirements of individual employers. | <ul style="list-style-type: none"> Employers work closely with faculty to develop curriculum in response to skill profiles for high-demand jobs. Employers offer hands-on, work-based learning opportunities, and industry staff serve as instructors. | <ul style="list-style-type: none"> Community colleges work collaboratively with multiple employers across an industry sector to design career pathway programs with stackable credentials. Employers may cover tuition, make hiring commitments, contribute equipment, in-kind, or financial resources, or establish Registered Apprenticeships. |

Key Lessons Learned:

sector-based strategies work: By focusing on a specific sector/s, community colleges are able to maximize limited time and resources to tailor their programming to meet the specific needs of their local industries. In doing so, students are then better equipped with in-demand skills relevant to the local labor market, helping them to enter or re-enter the workforce.

consortia model attracts a larger group of employers: The advantage of working in a consortia model is the ability to attract a critical mass of employers; enables industry to meet with multiple stakeholders at one time, creating time and resource efficiencies compared to meeting with individual community colleges and partner organizations.

engage employers early and often: Consortia that engaged with employers early and often benefited from stronger buy-in from industry.

U.S. Department of Labor presentation by Amanda Ahlstrand



Resources bundled and enhanced for certain customer groups



CareerOneStop Data Downloads and Web APIs

[illegible]

O*NET® OnLine Desk Aid

O*NET Online is the Occupational Information Network's free Web site for easy access to information on over 900 occupations. View data on skills, abilities, knowledge, education, job entry, salary and technology, interests, work styles, work values, and work context. onlinet.o*net.org

O*NET Online provides access to:

- **Quick Search** provides access to search on a dimension and view of O*NET Online. Each page links to topic-specific search pages.
- **Key Words** search is the fastest of every page for easily finding the key of the Online search. Find Out, get it, and get it, or you wish.
- **Key Words** search is the fastest of every page for easily finding the key of the Online search. Find Out, get it, and get it, or you wish.
- **Key Words** search is the fastest of every page for easily finding the key of the Online search. Find Out, get it, and get it, or you wish.

Use Quick Search (located at the top of each page) to find occupations that entry key words, skills, abilities, knowledge, education, job entry, salary and technology, interests, work styles, work values, and work context.

Learn more about how to use O*NET products by following "What's New?"

Click on the "What's New" for updates, new and old Web site to explore cases through a keyword search, an keyword search, or through the keyword search. In the keyword search, click on the "What's New" for updates, new and old Web site to explore cases through a keyword search, an keyword search, or through the keyword search. In the keyword search, click on the "What's New" for updates, new and old Web site to explore cases through a keyword search, an keyword search, or through the keyword search.

Learn about the Green Technology and search for an average of over 100 occupations going green.

Steps for exploring occupations:

1. Use the search tool to find occupations (e.g., Skills, Abilities, Knowledge, Education and Training, Interests, Work Styles, Work Values, and Work Context).
2. Click on the search tool to find occupations (e.g., Skills, Abilities, Knowledge, Education and Training, Interests, Work Styles, Work Values, and Work Context).
3. Click on the search tool to find occupations (e.g., Skills, Abilities, Knowledge, Education and Training, Interests, Work Styles, Work Values, and Work Context).

O*NET Online's report options:

1. Summary Reports provide an overview of the selected occupation, focusing on the most important information.
2. Detailed Reports provide a detailed overview of the selected occupation, including information on skills, abilities, knowledge, education, job entry, salary and technology, interests, work styles, work values, and work context.
3. Comparison Reports allow you to compare two or more occupations. You can select the type of information (e.g., Summary, Detailed, or Comparison) and the type of comparison (e.g., Skills, Abilities, Knowledge, Education and Training, Interests, Work Styles, Work Values, and Work Context).

O*NET Online Search: onlinet.o*net.org

Page 10-111

56



Navigating the ever-changing public workforce system can be challenging. Thanks to WorkforceGPS, the path to discovering innovative approaches for workforce and economic development just got easier! WorkforceGPS is your online platform for workforce strategies, tools, and content.

THE PLATFORM OFFERS AN EASY ONLINE EXPERIENCE FROM BEGINNING TO END:

-  A simple, intuitive interface for all your devices
-  Straightforward login process
-  Member community of more than 50,000 workforce professionals
-  Streamlined search, save, and share functions

FIND THE WORKFORCE SYSTEM-FOCUSED RESOURCES YOU NEED WITH WORKFORCEGPS:

A searchable database of **5,000+** unique resources

Handbooks of Workforce

Collaborative workspaces to engage with teams

Online training

Newsletters

Innovative approaches, products, and tools

VISIT WORKFORCEGPS.ORG TODAY
and navigate to success with just a few clicks of the mouse.

<https://www.workforcegps.org/>

UpSkillAmerica

- Employer facing non-profit organization working with employers to create, expand, and improve education, training and development programs to increase opportunities for advancement for frontline and entry-level employees.

UpSkillAmerica




UpSkill America's Mission

- Recognize employers that provide expanded career opportunities for their workers
- Promote the adoption of business policies and practices that increase economic opportunity
- Highlight effective upskilling partnerships
- Support employers to create, expand, or improve upskilling programs

UpSkillAmerica






UpSkilling Playbook for Employers

- A resource to help employers understand why they should invest in their workers
- Learn ways employers are investing in workers
- Tips for creating, expanding and improving upskilling programs
- Available under “resources” at UpSkillAmerica.org

THE ASPEN INSTITUTE

UpSkilling Playbook

- Six Reasons To Care About Upskilling
- Models of Upskilling
- Upskilling Done Right
- Is Upskilling Right for Your Company?
- Choosing the Right Upskilling Program
- Planning for Success
- Maintaining Success
- Additional Resources



UpSkillAmerica

THE ASPEN INSTITUTE

UpSkill America presentation by Jamie Fall

Examples Of Employer Education, Training And Development

- Apprenticeship
- Pre-employment training
- High school completion/equivalency
- Employee training
- Certifications
- College degree



UpSkillAmerica

THE ASPEN INSTITUTE

UpSkilling 2018 Observations

- New employer investments in education, training and development
- Over 2.5 million workers have expanded education benefits
- College degree programs from Walmart, Discover, Chili's, Disney
- Technical skills programs from Lowe's, AT&T, Amazon, Disney
- New apprenticeship programs for professional services, and food services
- Employers are choosing to invest in knowledge AND skills
- Industry leaders play an important role in many upskilling programs

UpSkillAmerica

THE ASPEN INSTITUTE

Industry Association Partnerships

- Construction trades
- Manufacturing
- Food service
- Aviation
- Retail
- Information technology
- Hotel and lodging



UpSkillAmerica

THE ASPEN INSTITUTE

UpSkill America Tools

- Key Elements of Successful Tuition Assistance Programs
- From Tuition Reimbursement to Tuition Disbursement
- Rotation Programs as Upskilling Strategies
- Soft Skills Upskilling Planning Guide
- Building Registered Apprenticeship Programs
- Strategic Guide to Building a Culture of Learning

UpSkillAmerica

THE ASPEN INSTITUTE

UpSkill America presentation by Jamie Fall

UpSkillAmerica

- How to join the UpSkill America Movement
 - Go to UpSkillAmerica.org and sign up
 - Give me a business card
- You will receive...
 - Information on upskilling policies and practices
 - Access to upskilling research, reports and resources
 - Invitations to select upskilling events



UpSkillAmerica

THE ASPEN INSTITUTE

MISSION STATEMENT

Build Your Future seeks to be the catalyst for recruiting the next generation of craft professionals



BUILD YOUR FUTURE. BUILD 

Build your future (BYF.org)

1 Make career and technical education (CTE) a priority in secondary schools.

The path to success can start with a CTE program in high school. With an 85% higher graduation rate, CTE provides direct correlation to the job market, rather than a broad field of study with no technical skill training.



2 Provide a path from ambition, to training, to job placement as a craft professional.

By 2018, fields like construction and manufacturing will provide nearly 8 million job openings, 2.7 million of which will require a post-secondary credential. (Pathways to Prosperity, Harvard Graduate School of Education).

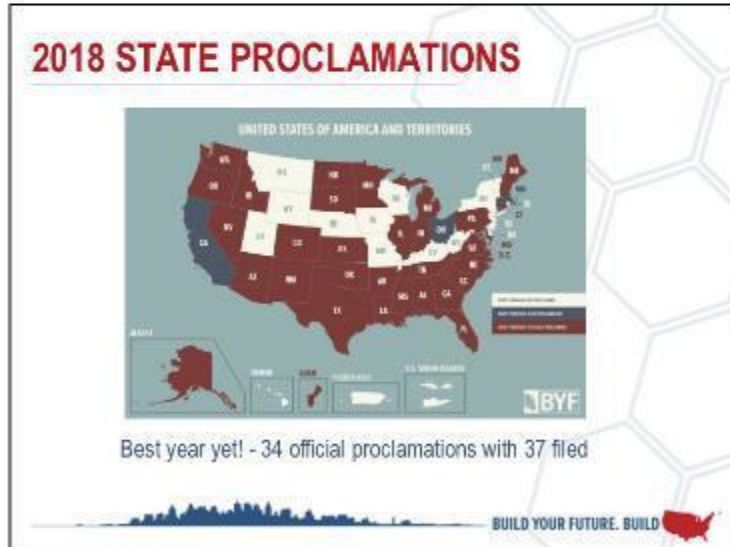


3 Shift negative public perception about careers in the construction industry to reflect the wide range of professions available.

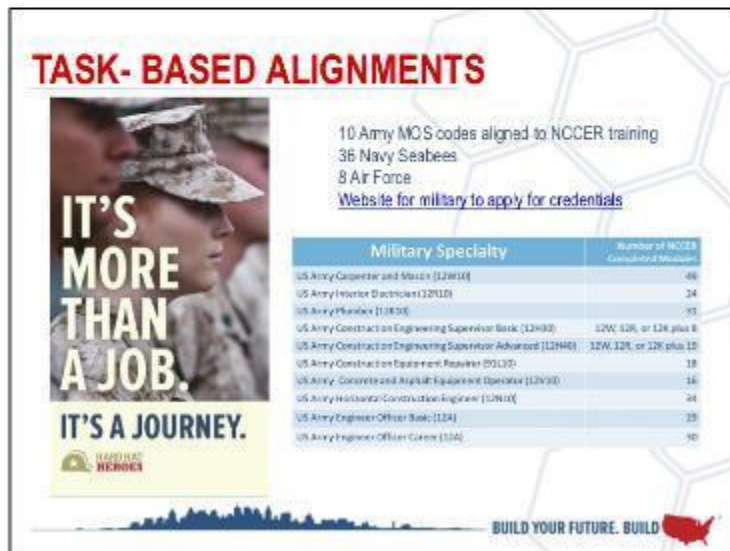
For five straight years, 'Skilled Crafts' have remained the toughest positions to fill. This is in spite of the industry's upward mobility and high earning potential.



BUILD YOUR FUTURE. BUILD 







BYF TODAY

Influencer portal

Preview on 11/9, site complete 12/7/18, release date 1/2/19

Discover Construction

- Photos gallery of cool projects
- Video showcase

Success Stories

- Successful construction leaders
- Young craft pros

Career Stats

- Opportunity
- Lifestyle
- demand

Map It Out

- Simple Steps (i.e. college board)
- Engage visitors






BUILD YOUR FUTURE. BUILD 



Workforce Development Through
CTE Summit
November 27, 2018

SIGNS MEAN BUSINESS



INTERNATIONAL SIGN ASSOCIATION

**Sign, Graphics & Visual
Communications Industry – A Great
Career for Students**

www.signs.org/opportunity



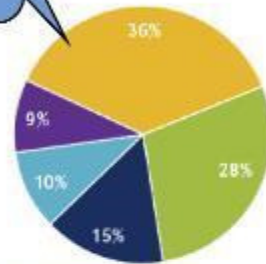
INTERNATIONAL
SIGN ASSOCIATION

www.signs.org

71% of sign, graphics and visual communications companies are **actively hiring!**

23%
of production
jobs stay open
10+ months

70% of employers are
struggling to find and
train good workers



- Production/Installation
- Sales
- Graphic Design/Creative
- Operations/Management
- Administrative



INTERNATIONAL
SIGN ASSOCIATION

www.signs.org

Use Skills Learned in CTE Classes

Skills Credential Assessments in
Collaboration with NOCTI



86%

AFTER THE
BUSINESS TOUR:
86% considered
an industry career

WE'RE INTERESTED!

Sign MFG Day

Work Based Learning Programs



INTERNATIONAL
SIGN ASSOCIATION

www.signs.org

Industry Knowledge and Resources

ISA Industry Specific Education with Digital Badge



80% Discount for Students

Resources for Students and Educators – Outreach, Career Center, Job Board, Fact Sheets and More



**Rhinestahl AMG**
Advanced Manufacturing Group

Providing
**Your Better
Solution™**

**Education and Industry,
together for our future**

A Non-traditional approach to recruiting

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Rhinestahl Corporation

**Rhinestahl AMG**
Advanced Manufacturing Group

Providing
**Your Better
Solution™**

- Advanced Manufacturing Group (AMG)
- Precision manufacturing, complex components, fabrications, assemblies and integrated solutions

**Rhinestahl CTS**
Customer Tooling Solutions

Providing
**Your Better
Solution™**

- Customer Tooling Solutions (CTS)
- GE's OEM Authorized Tooling Provider
- Licensed Supplier for LEAP Tooling
- Rolls-Royce Preferred Supplier
- Commercial, Military & Aeroderivative markets

**Rhinestahl AMG**
Advanced Manufacturing Group

Providing
**Your Better
Solution™**

RESTRICTED INFORMATION

2



Our Model | Manufacturing Sector in Ohio



The Ohio Manufacturers' ASSOCIATION

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PROPRIETARY INFORMATION

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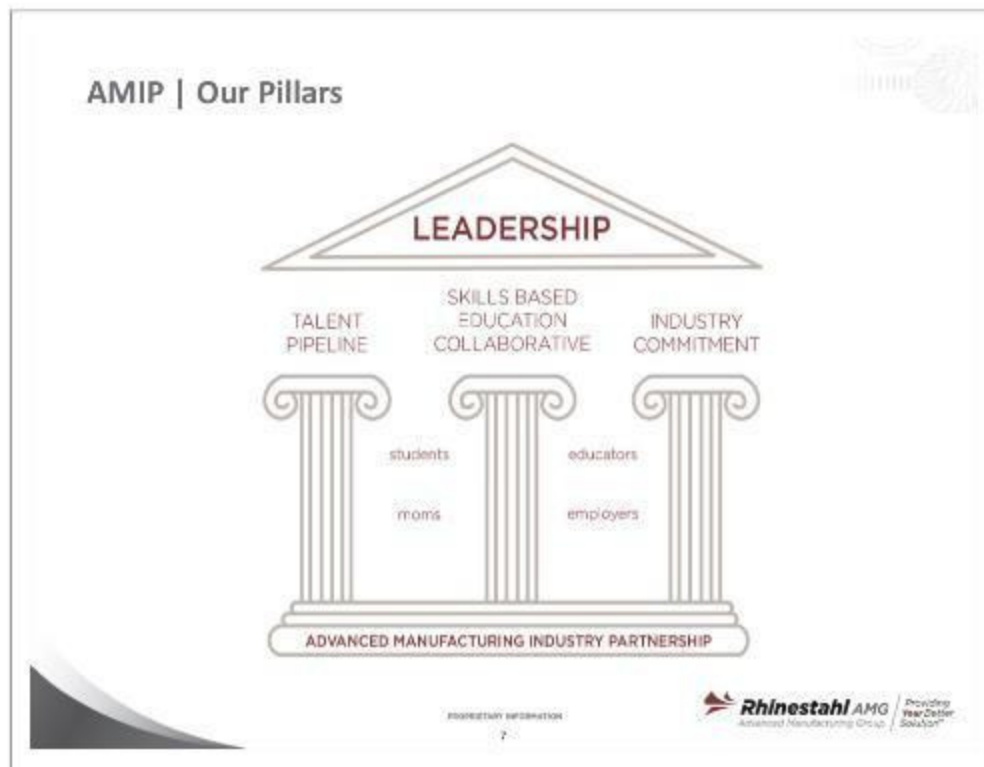
Our Model | Southwest Ohio

- Partners for a Competitive Workforce
- Advanced Manufacturing Industry Partners **AMIP**
employer-led collaboration of 240+ members
- **G10 – Butler Tech Advisory Group**
 - 10 + Companies with one mission



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PROPRIETARY INFORMATION

4



- ### AMIP | Focus on 2018
- Make Manufacturing Month GREAT
 - Produce a resource list of all training and education in region
 - List of desired companies and schools for October
- In the top right corner, there is a small circular logo with a stylized building. In the bottom right corner, the **Rhinestahl AMG** logo is displayed, with the tagline 'Advanced Manufacturing Group | Providing Your Better Solution™'.
- PROPRIETARY INFORMATION
- 8



- The G10 Business Advisory Council
- One mission – Fill the program with students
- 13 students to 42 in 2 years

PROPRIETARY INFORMATION

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Solutions™



Our Business Plan

Throwing Spaghetti at the Wall

- Football games
- Student Tours & Flyers
- Counselor Tours

Letter to home – Our biggest success

Media Media Media – we tell our story

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Re-Grand Opening: Butler Tech Precision Machine Shop





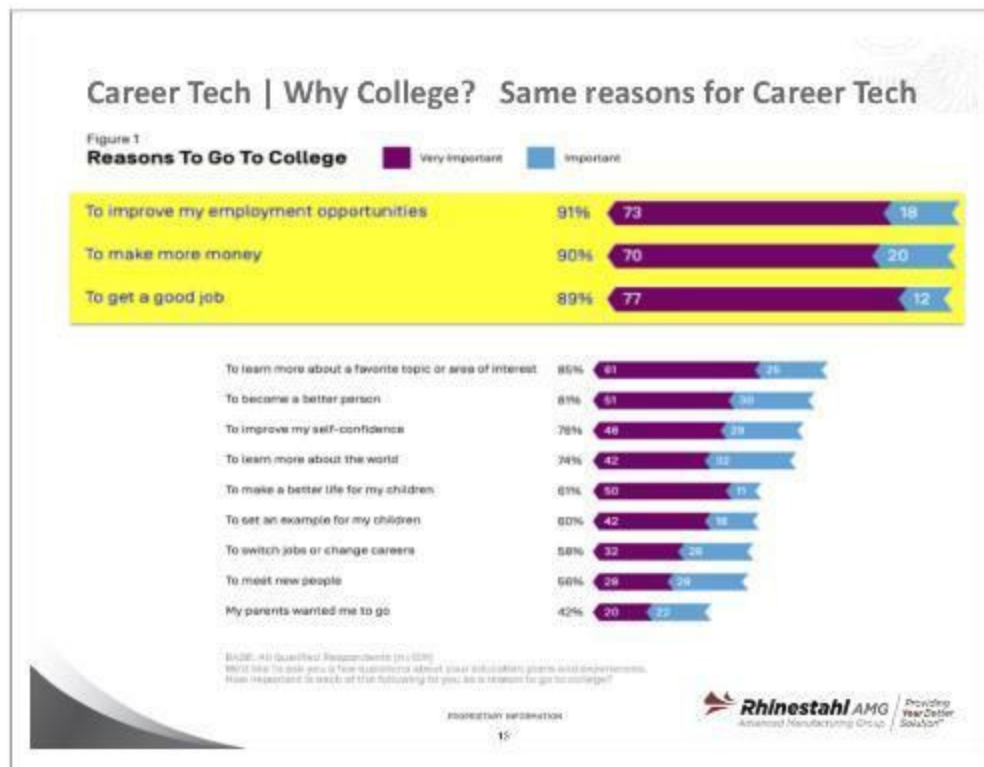
Rhinestahl AMG | Providing
Advanced Manufacturing Group | Your Custom
Solution™

Why Manufacturing?

Manufacturing

- Creates many career opportunities
 - Machinists
 - Engineers
 - Designers
 - Computer programmers





Show Me The Money | Why Manufacturing Now?

Why you should choose manufacturing...

- A career, a profession, your family, your future

What did the average manufacturing worker earn in 2016/2017, including pay and benefits?

a) \$66,847
b) \$84,832
c) \$73,678
d) \$79,553

Many Employers have college tuition programs.
Avg college debt ≈ \$25,000 - \$30,000 at graduation.

PROFESSIONAL INFORMATION

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Advanced Manufacturing Group

How You Can Help? | Call to Action

Skills We Need

Figure 2: Skills in which manufacturing employees are most deficient

| Skill Category | Percentage |
|----------------------------|------------|
| technology/computer skills | 70% |
| problem solving skills | 69% |
| basic technical training | 67% |
| math skills | 60% |

- Call a local company – they will say YES
- Plan a tour
- Talk to the Mom's

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Thank you!

MANUFACTURING

PROPRIETARY INFORMATION

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