

# IPDAE 2021 CAREER PATHWAYS ACTION GUIDE (Industry Perspective)

## Topic: **Industry Partner Relationships**

### Overview:

We highlight partner relationships through successful industry and academic partners. Best practices for developing, launching, and sustaining a partnership. Understand how key pivots were made to address the 21st century climate that include rapid up skilling of the incumbent worker and displaced worker. Dr. Kevin Cooper, Dean of Advanced Technology at Indian River State College, and James Auld, Director of Workforce Training at NextEra Energy, the nation's largest energy generator share their experience.

### Key Elements:

- Establishing relationships with industry partners.
- Utilize advisory committees that include both academia and industry partners
  - To develop/review curriculum with IET integration
  - Assist with recruiting
    - Build strategies to ensure inclusivity
  - Strategic planning and program growth
  - Work through challenges
- Data analytics

### Components:

- Structuring Industry Advisory Committees
- Inclusivity and Strategic Planning
- Curriculum Development
- Job preparation, and job placement
- Incentives for all parties (program, industry and student)

### Plan Actions:

- Build relationships with industry partners that are willing to collaborate in the development of the programs, are realistic and honest about outcomes, will assist with challenges, can create mutual opportunities for new programs/growth.
- Create an Industry Advisory Committee that consist of representatives from both academia and industry partners to oversee the development of the programs. Members must be committed, has the time available and is willing to engage the school regularly, attending meetings and events.

Members should consist of:



- Industry representatives
- Program representative
- Community/Resource representative
- School administrators
- Industry leader (with hiring power)
- Teacher
- Student
- Use data to drive development, revisions and ensure both the partner's and program's needs are being met effectively.

**Related Resources:**

- National Science Board – [The Skilled Technical Workforce](#)

**Topic Video:** <https://www.youtube.com/embed/MbfcjYNmeTE?rel=0>

## Topic: **The Power of Apprenticeship Programs**

### **Overview:**

Learn about an alternative career pathway for adult students who can “get there” through an apprenticeship or pre-apprenticeship program. This topic presents a conversation with Ted Norman, FLDOE Director of Apprenticeships and Yolanda Flores, Lorenzo Walker Technical College Administrative Director to learn about the key elements of apprenticeships, funding opportunities and how a local program is using pre-apprenticeships to get adult education students prepared to enter the HVAC/R career certificate or apprenticeship program.

### **Key Elements:**

- Apprenticeship and pre-apprenticeship programs are viable career pathway options for adult education students and other underrepresented populations.
- There are five components of registered apprenticeships including internships, externships, and nonregistered apprenticeships: employer ownership, structured on-the-job learning, related technical instruction, rewards for skill gains and national occupational credential.
- Apprenticeship programs are designed for and by the business partners. You must have at least one employer partner that provides on the job training.
- An educational partner including an Adult Education Program can be an apprenticeship sponsor.
- You must have an apprenticeship program to have a pre-apprenticeship program.
- Continue to monitor the FLDOE, Career and Adult Education website for grant opportunities.
- If you seek not to sponsor an apprenticeship program, seek opportunities for adult education students to participate in programs sponsored by technical colleges, state colleges, organizations and business partners.

### **Plan Actions:**

- Identify Workforce needs for your region including meeting with staff from CareerSource, Chamber of Commerce, Economic Development Council, local industries and review the DEO Targeted Occupation List (TOL).
- Research apprenticeship and pre-apprenticeship funding opportunities including the Career Pathways Opportunities grant.
- If the educational institution is going to be the program sponsor, identify your business partners and establish an advisory committee that will help write the apprenticeship work plan and establish program standards.
- Determine who will be the apprenticeship sponsor, a business, an association or the educational institution.
- In partnership with your business partners, write an apprenticeship work plan which includes length of program, admissions requirements, marketing and recruitment, related classroom instruction, on the job training and apprenticeship pay scale.
- Contact the FLDOE, Apprenticeship staff for guidance on writing program standards and to register the program.

### **Related Resources:**

- Florida Department of Education - [Apprenticeships](#)
- [Apprenticeship.gov](#)
- [Apprenticeship FLA](#)
- WorkforceGPS – [Apprenticeships](#)
- [Pre-apprenticeship: Pathway for Woman into High Wage Careers](#)

Topic Video: <https://www.youtube.com/embed/ai6eIGABxWA?rel=0>

## Topic: **Career & Workforce Support Opportunities**

### **Overview:**

Career Source Florida - the states workforce policy and investment board. Career Source is dedicated to enabling economic prosperity for all Floridians. We partner with local districts, colleges and the Florida Department of Education to help students earn industry-recognized credentials, we can connect individuals with training and education opportunities locally and so much more.

### **Key Elements:**

- Maximize the Career Source network
- Focus on employers and economic prosperity for Floridians
- Focus on services for people who face significant challenges
- Services provided for businesses
- Work based learning opportunities available for students
- Apprenticeship programs
- Offers on the job training and internship

### **Plan Actions:**

- Identify your local workforce board partners
- Access state labor market data
- Create MOU
- Address skill gaps in your region

### **Related Resources:**

- [Employ Florida](#)
- [Career Source Florida](#)

Topic Video: <https://www.youtube.com/embed/kk2Um-vntvo?rel=0>

## Topic: The Employer Perspective in Practice

### Overview:

Learn about the pivotal role industry partnerships play in career and technical education. This topic explores industry advisory committees, strategic development, job placement initiatives, and employment avenues for program completers. See how through build relationships with industry partners can guide curriculum evaluation. We showcase how a symbiotic relationship between the school and industry ensures that programs are meeting the changing needs of the industry and local economy, while promoting student achievement in job placement, following program completion.

### Key Elements:

- Establishing relationships with industry partners.
- Using Industry Advisory Committees (IAC) for school strategic planning and program growth.
- Using Industry Advisory Committees (IAC) to drive curriculum development and IET implementation.
  - Implementing IET, preparing students for CTE programs requires collaboration with CTE institutions.

### Components:

- Structuring Industry Advisory Committees
- IACs and Strategic Planning
- IACs and Curriculum Development
- IACs and Job Placement Strategies, job preparation, and evaluation of program completers

### Plan Actions:

- Create an Industry Advisory Committee to oversee the development of CTE program objectives using the Industry Partner Selection and IAC Roster Checklists:
  - Industry Partner Selection Checklist:
    - Partner is employed in a related field or industry in which students will be hired.
    - Partner maintains leadership position with hiring power.
    - Partner has the time available and is willing to engage the school regularly, attending meetings and events
  - IAC Roster Checklist:
    - Industry Advisory Committee Chairperson (Must be an Industry Representative)
    - At least 3 Industry Representatives (Must have hiring power)
    - School Administrators
    - Teachers
    - Students
- Align IET and CTE objectives to create a Single Set of Learning Objectives which incorporate competencies and skill requirements from AGE and CTE frameworks

### Related Resources:

- [CTE Curriculum Frameworks](#)
- [AGE Curriculum Frameworks](#)

Topic Video: [https://www.youtube.com/embed/S6t\\_VSv5UII?rel=0](https://www.youtube.com/embed/S6t_VSv5UII?rel=0)