

Perkins V Executive Committee

Friday, May 17, 2019

Stakeholder Engagement Questions with Each Table's Responses

Q1: What should high school CTE programs focus on to prepare students for college and career?

Table 1

- Career Exploration
- Skills that can be built upon an expanded
- Exposure to job
- Meet work force needs
- In demand occupations
- Align to Michigan works
 - More than just a general list, Real-time Data/more regional specific
- Integrate soft skills Education
- Integrate into curriculum
 - Work Ethic and Communication Techniques

Table 2

- Employability/soft skills
- Credentials
- Including consideration for transportation- expenses associated with owning a vehicle

Table 3- Did not complete

Table 4

- Stackable credentials
- Employability skills/life skills
- Align to employer needs – context aligned to actual jobs in region

Table 5 – Did not complete

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Q2: What should community college CTE programs focus on to prepare students/learners for college and career?

Table 1

- See Q1... similar responses
- Transferable time of certified/Ed to other curriculums/jobs
- Connect more in-depth with employers
- Real-life curriculum/Practical Exposure (Internship)
- Grit = soft skills
- Networking – during certification process and after completion, experts, business, industry
- Resource tools – online, relationships
- Student taking ownership

Table 2

- Developing programs and skills that are responsive to industry demand
- Stackable credentials - aligning pathways
- Ensuring that students are aware of Career Options (CTE)
- Ensuring that academic requirements (math and English comp) are not prioritized over occupational course work or becomes a barrier to student progressing in the program.

Table 3- Did not complete

Table 4

- Early connection to employer
- Clear pathway to next step – 4yr degree and/or employment opportunity
- Networking/resume building

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Table 5- Did not complete

Q3: What obstacles prevent students from taking Secondary and Postsecondary CTE courses?

Table 1- Did not complete

Table 2

- Stigma associated with pursuing CTE options
- H.S. Counselors – ensuring that they present CTE as a valued and visible career options
- Highlight the full range and advancement opportunities within CTE industry
- High school counselors should also maintain current knowledge of local industry needs and trends

Table 3

- Scheduling
- Stigma: CTE & CTE pathways
- Outside barrier; i.e. Family responsibilities, daycare/transportation
- Unaware of opportunities.

Table 4- Facilitator not identified

- Stigma i.e. CTE'S value – students and parents
- High school credits/requirements – making it fit
- Lack of career counselors/advisors to help navigate

Table 5- Did not complete

Q4: What can K-12 and Secondary CTE education do to balance student interests and local workforce needs?

Table 1

- Students understanding of career options are limited to what have been exposed to (i.e. teacher, doctor lawyer, nurses)
- There is a need for increased awareness and exposure a wider range of option
- Provide exploration opportunities earlier, before High School
- Job shadows

Table 2 – Did not complete

Table 3

- Need for Career exploration at an early age
- Identify local workforce needs. (secondary and Post-secondary_ lack of ability to be proactive in identifying and training to meet industry needs.

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Schools don't adapt quick enough to update training needs.
Table 4 <ul style="list-style-type: none">• Early exposure to Career exploration opportunities• Industry painter engagement• Understanding local needs
Table 5- Did not complete

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Q5: What can the community college system do to balance student interests and local workforce needs?

Table 1- Did not complete

Table 2- Did not complete

Table 3

- Needs to be a bridge from Secondary to Post-Secondary opportunity to continue in a CTE program
- Know your local market. What are industry needs?
- Hands on experience: leadership, work-based learning, etc.
- Build more consortium between instruction (include online courses) so students can complete program and return to local area.

Table 4

- Understand local workforce/employer needs
- Regular review of curriculum to assure it's current to employer's needs.
- Use assessments to properly align students w/career paths to in-demand jobs

Table 5

- Staying current to the employer's needs, technology, growth
- Student interest and aptitude – better aligning
- Showing pathways that actually shows demand and requirements, true picture of what the career is
- Have to have exploration (rich) opportunity (job shadows, internships)
- Show and better-connected credentials/degrees that are gained through these programs
- Already employed – continuing educations, Community college can come together to accept (statewide) industry recognized credentials towards degrees

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Q6: What hinders partnerships between Secondary and Postsecondary institutions?

Table 1- Did not complete

Table 2- Did not complete

Table 3

- Curriculum alignment, too much duplication in courses
- Final; Dual enrollment, connection between secondary and post-secondary lack resources to support partnership
- Industry and education speak different language. Everybody needs to understand and know what everyone is doing.
- Learn HM education and industry can connect to meet needs. Immediate needs of industry may not be able to be achieved based on education requirements
- More apprenticeships.

Table 4

- Curriculum alignment mismatch
- Resistance to change/differing expectations
- Lack of bridging across the two systems

Table 5

- Physical location between the two, suggest some technology solutions or alternate/shared locations.
- Lack of understanding between secondary and postsecondary goals/needs
- Competitive nature
- Articulation agreements prohibit transfer to other institutions
- Protecting adult interest

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Q7: What hinders partnerships between business/industry and education?
Table 1- Did not complete
Table 2 <ul style="list-style-type: none">• Communication challenges and limited understanding between different roles, resources and options.• Time – for meeting and collaborations
Table 3 <ul style="list-style-type: none">• Different vocabulary• Lack of responsiveness from industry and education• Understand both agendas• Need to look at regional demand but also demand can meet global demand• Asset mapping to understand what everyone is doing. Who takes ownership after centralized focus?• Timeliness of responsiveness• Lack of common language and expectation V-12, PS, Industry
Table 4 <ul style="list-style-type: none">• Lack of employer engagement in curriculum development• Lack of system or network of dedicated resources to create the bridge• Lack of understanding of roles- clean communication
Table 5 <ul style="list-style-type: none">• Communication – bridging the gap and making better understanding or communication regards to opportunities• Education understanding of flexibility in state standards (hearing anything new as additional instead of complementary)• Not understand benefits to each group• Creating TIME for different teachers' business and students to work together and create a culture of "change"• Lack of incentives to speak time collaborating – create positive peer pressure• Child labor laws/liability worries

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Q8: How can we identify and secure stronger commitments from business and industry partners for work-based learning experiences?

Table 1- Did not complete

Table 2

- Laws and legislation- clarity regarding guidelines. More defined documents about the option
- Marketing and show casing the benefit of these types of partnership i.e. the skills and training students bring
- Work based learning FAQs for employers

Table 3- Did not complete

Table 4

- What business wait, employer- driven decisions
- Broaden workplace opportunities
- Look at ways to mitigate liabilities to employers (to centralize participation)

Table 5

- Misunderstanding between CTE & non-CTE work-based learning liabilities
- Champions to communicate benefits
- Connecting internships to career fairs
- Clearer guidance/policies which ties to law (pupil accounting) to make sure it's actually addressing where the misunderstandings are
- Work with insurance companies
- Show how works – MIOSHA