

# 2021



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# 2021

# INCE

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# Accelerating FCS Programs Through Employer Partnerships



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# Session Objectives

1. Understand the employer community.
2. Understand the role of education in workforce development.
3. Consider opportunities for deeper employer partnerships and engagement.
4. Consider how to facilitate employer-student relationships.
5. Develop a plan of action for increasing employer partnerships.



## **Nearpod Discussion Board**

Why should we partner with employers?

# What is an industry?

- A group of establishments (workplaces) that produce similar products or provide similar services.

Firm: Company

Establishment: Company at a location

NAICS:

72: Accommodation & Food Services

722: Food Services & Drinking Places

7225: Restaurants & Other Eating Places

722513: Limited-Service Restaurants



# What is an occupation?

- Aggregation of jobs based on similar tasks.
- Jobs: Cashier, Cook, Manager

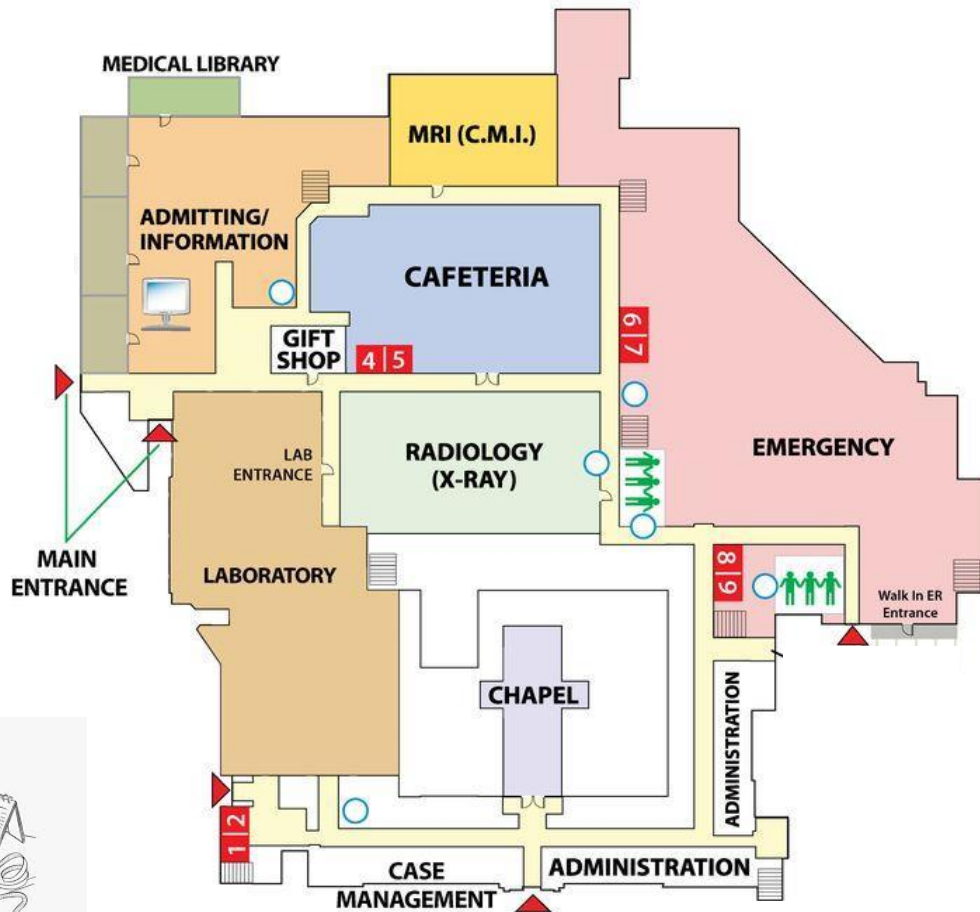
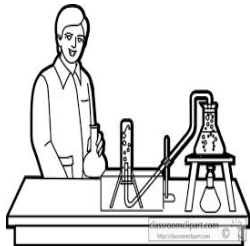
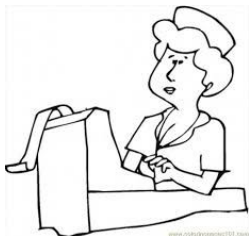
Occupations (SOC) Cashier:  
41-0000 Sales & Related Occupations  
41-2000 Retail Sales Workers  
41-2011 Cashier

Occupations (SOC) Cook:  
35-0000 Food Prep & Serving Related Occs.  
35-2000 Cooks & Food Prep Workers  
35-2011 Cooks, Fast Food  
(Fry Cook, Crew Person)

Occupations (SOC) Manager:  
11-0000 Management Occupations  
11-9000 Other Management Occupations  
11-9051 Food Service Managers



**Where do industries and occupations intersect?**





# What is an instructional program?

- The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.



## 12) Personal and Culinary Services

### 12.05) Culinary Arts and Related Services

12.0500) Cooking and Related Culinary Arts, General

12.0501) Baking and Pastry Arts/Baker

12.0502) Bartending/Bartender

12.0505) Food Preparation/Professional Cooking/Kitchen Assistant

12.0506) Meat Cutting/Meat Cutter

12.0507) Food Service, Waiter/Waitress, and Dining Room Management

12.0508) Institutional Food Workers

12.0509) Culinary Science/Culinology

12.0510) Wine Steward/Sommelier

12.0599) Culinary Arts and Related Services, Other

# *FCS: Serving our Primary Stakeholders*

**What is Best For  
Employer Community**

**What Is Best  
For Students**

***WHERE WE  
INVEST OUR  
RESOURCES***





## ***What is a CTE Advisory Committee?***

Local advisory committees are designed to increase the participation of the public in local career and technical education (CTE) programs and provide greater cooperation between CTE and the private sector in:

- Making CTE more responsive to, and reflective of, both the labor market and business/industry
- Promoting quality CTE
- Preparing individuals for employment and entrepreneurship

## **Nearpod PDF Viewer**

<https://www.education.ne.gov/wp-content/uploads/2017/07/AdvisoryHandbook.pdf>

## Nearpod Poll

Does your school/district have a CTE Advisory Committee?

Who manages your CTE Advisory Committee?

How often does your CTE Advisory Committee meet?

# Evaluating Advisory Committees for FCS

- Is the FCS Education program served by the existing advisory committee(s)?
- How are FCS students benefiting from the existing advisory committee(s)?
- How should we structure an advisory committee for our FCS program?
- What industries/occupations should be represented on an FCS advisory committee?

## **Nearpod Website Viewer**

<http://www.leadfcsed.org/career-pathways-through-fcs.html>

## **Nearpod PDF Viewer**

[http://www.leadfcsed.org/uploads/1/8/3/9/18396981/framework\\_for\\_fcs\\_education.pdf](http://www.leadfcsed.org/uploads/1/8/3/9/18396981/framework_for_fcs_education.pdf)



## **Nearpod PDF Viewer**

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## **Nearpod PDF Viewer**

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# **Taking Advisory Committees to the Next Level**

# Advisory Councils vs. Employer Collaboratives

- Controlled by CTE/FCS
  - Employers support CTE/FCS
  - Often meets a legal or policy requirement (checks a box)
  - Showcase CTE/FCS programs and students
  - Solicit advice and feedback
  - Solicit support
  - Onus is on CTE/FCS to solve problems and change
- Controlled by employers
  - CTE/FCS supports employers
  - CTE/FCS is a talent pipeline partner
  - Employers determine their workforce pain points
  - Employers set the agenda
  - Employers co-design and implement talent supply chains
  - Continuous improvement

# Orientation to the Employer Community

Don't forget about employers in the public and nonprofit sectors. State and local agencies as well as schools and colleges are also employers that face their own workforce challenges.

It is important to document the size of establishments (number of employees) to understand the scale of career opportunities.





# Orientation to the Employer Community

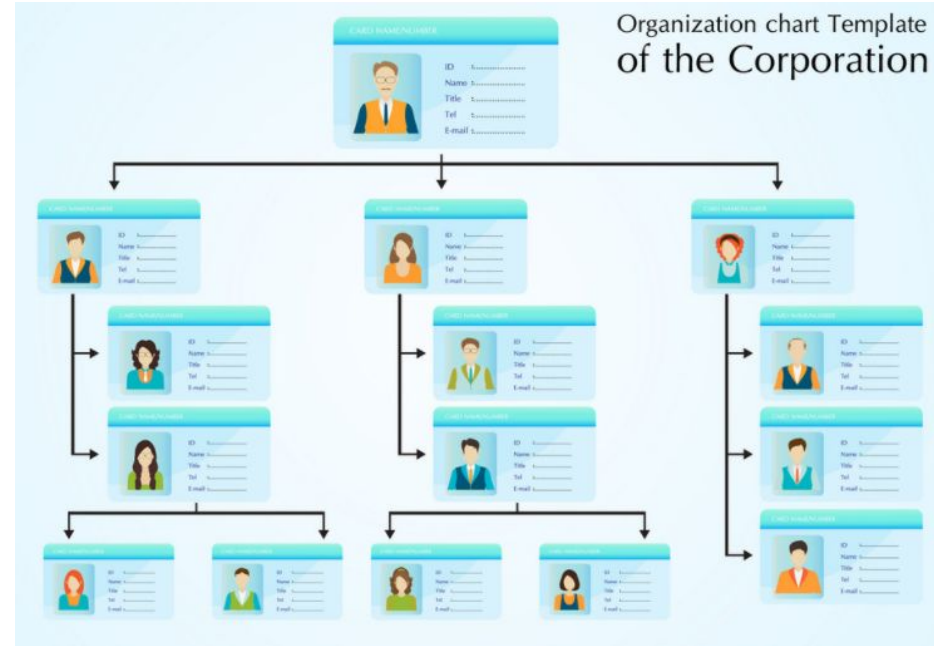
It is unlikely that employers in the same industry agree on which are their most critical jobs and pain points in pursuing workforce partnerships.

Be sure to always supplement government LMI with direct and detailed information from your employer partners.



# Orientation to the Employer Community

Except for small employers, there is rarely a single point of contact inside a company that is capable of addressing and representing the full range of workforce needs a company may have. One must always make sure they are working with the right professionals—or team of professionals—when developing partnerships with employers





# Talent Recruitment and Development

**Executive Leadership** CEOs and upper management.

**Government and Community Relations**  
Lead partnerships with state and local governments and community leaders.

**Corporate Social Responsibility (CSR)**  
Lead initiatives that are charitable or focus on community or social impact.

**Human Resources (HR) Professionals**  
Managing and coordinating core HR functions like recruitment, hiring, and onboarding.

**Recruitment and Screening** Market career opportunities and source talent.

**Hiring Managers** Determine hiring needs and requirements and make final hiring/promotion decisions.

**Training and Development**  
Onboarding, development, and upskilling of new and existing employees.

**Other Subject Matter Experts (SMEs)**  
Experts in specific, critical work tasks and in the knowledge and skills required.

**Employee Support Professionals**  
Often vendors who provide a variety of support services to employees.

# Orientation to the Employer Community

Business associations may be helpful partners, but the degree with which they focus on education and workforce varies. Be sure to understand what they can bring to the table and clarify their role (i.e.- convener, amplifier, implementer).



# Talent Pipeline Management (TPM) Process

1. **Organize Employer Collaboratives** around one or more shared pain points and determine the critical business functions and occupations they will work together to address.
2. **Engage in Demand Planning** producing data on projected new and replacement positions for the targeted jobs based on their workforce planning activities and business assumptions.
3. **Communicate Competency and Credential Requirements** by developing a shared language to describe required and preferred hiring requirements for the target business functions or occupations.
4. **Analyze Talent Flows** to determine where talent is currently coming from and where they could get talent from in the future.
5. **Build Talent Supply Chains** by applying all the data from 2-4 and the pain points arrived in strategy 1 to make decisions about the type of talent pipeline best suited for their needs who they will work with to co-design and implement their solution.
6. **Continuous Improvement** through agreed-upon performance data (leading and lagging) to identify continuous improvement opportunities.

# FCS as a Talent Sourcing Partner

- Facilitate TPM through an FCS/FCCLA Advisory Committee or Employer Collaborative.
- Aligning curriculum and instruction to competency and credential requirements identified by the employer collaborative.
- Show employers the competencies, skills, and credentials learned in the FCS program.
- Draw connections between FCS and sustainable talent management.
- Develop a continuous improvement cycle for the FCS program that is nimble, driven by data, and responsive to employer community.
- Develop and implement a work-based learning continuum in the FCS program, including FCCLA activities and programs.

# Types of WBL

## Continuum of Work-Based Learning (WBL)

- Business/Industry Field Trip
- Guest speakers/workers
- Job Shadowing
- Service Learning
- Short-Term Internship
- Mentorship
- School-Based Enterprise
- Entrepreneurial Experiences
- Apprenticeship
- Cooperative Education
- Long-Term Internship

Education-Coordinated

Employer-Coordinated

## **Nearpod PDF Viewer**


<https://docs.google.com/viewerng/viewer?url=http://www.johnston.k12.nc.us//cms/lib/NC02214550/Centricity/Domain/8363/Career+Awareness+fb+card+Curriculum+dept.pdf>

# Why WBL?

- Develops students employability skills
- Apply academic and technical skills
- Builds mentoring relationships with students
- Introduces students to the world of work
- Augements CTE instructional programs
- Promotes alignment of CTE program to regional labor market
- Helps student clarify career and training goals



## Virtual Internship

- Business partner with remote work opportunities
  - Student participates in virtual team meetings and employer-led trainings
  - Student should take initiative and work autonomously
  - Mentor facilitates real-world, problem-based learning
  - Mentor-student feedback loop
  - Student presentation of proposal to larger work team
- 



### Example 3: Building an Effective Social Media Platform and Online Presence for a Small Business

#### Project overview and background:

Company A currently manages social media sites in-house and in a spontaneous manner. They cannot always keep up with the latest trends in advertising and marketing on the most popular social media platforms. In order for Company A to continue to appeal to the growing online marketplace, they need to better understand where they rank in line to their competitors.

#### Project description:

To provide an exploration of Company A's social media platforms and brand awareness by various tools and modern research.

#### Deliverable:

Create a tutorial to demonstrate how to capitalize on social media tools for increased outreach (including both target markets and general markets)

#### Weekly benchmarks:

**Week 1:** Gather list of competitors and list pros/cons of each, then compare the companies with a Venn diagram or other visual.

**Week 2:** Conduct surveys and find a pattern. Put together a strategy and rationale of how to optimize Company A's social media.

**Week 3:** Create an alternate account on FB/Instagram/Twitter for Company A and present to owner and mentors with ideas/innovation. Post on these social media accounts.

**Week 4:** Finish primary social media accounts with new ideas and advertisement of key elements of business. Present tutorial and findings in presentation in front of panel of judges.

#### Components for each team member:

- Audit social media sites
- Compare sites to competitors
- Conduct surveys and collect public opinions
- Conduct surveys and collect user feedback
- Provide recommendations for increased brand awareness
- Provide recommendations for social media site enhancement

### Example 4: Event Planning and Advertising Campaigning

**Project overview and background:** Company B seeks to develop an event and/or program to align with a large tech conference that benefits the local community.

**Project description:** Interns will assess and provide detailed plans for a company-sponsored event and/or program at a large tech conference. By researching conference community connections such as SXSW, interns will develop three ideas and present to a panel of judges for final selection. Interns will build a marketing plan and strategy for the event aimed towards various target audiences.

#### Additional Information:

- Stand-alone event around a community activation that coincides with an art and tech festival (i.e. Hackathon around SxSW)
- Event can be located anywhere in the local area
- \$50,000 budget
- Length of event can vary (i.e. 24-hour hackathon or a 2-hour robot race)

#### Deliverables:

- Teamwork plan with detailed deliverables for each team member
- Project plan to share topic with local community through various marketing channels
- Marketing plan
  - Talking points for media and executives
  - Volunteer recruitment flyers
  - Partner recruitment flyers
  - Event and logo design
  - Press release
  - Social media opportunities
- Implementation budget
- Event agenda
- Present project to panel of key company employees

The background features a vibrant orange color with large, overlapping, semi-transparent circular and arc shapes. On the left side, there is a vertical band of green and light green, also with overlapping circular patterns. In the upper right quadrant, there is a grid of small, light-colored squares.

# **Employer Partnerships Action Plan**

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[RenoPalombit@johnston.k12.nc.us](mailto:RenoPalombit@johnston.k12.nc.us)

### Resources:

[Framework for FCS in CTE](#)

[TPM Resource Guide](#)

[NE CTE Guide to Advisory Committees](#)

[Career Pathways Through FCCLA](#)



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