

Alignment Toolkit Overview

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GEORGIA ALIGNMENT TOOLKIT

Resources For Connecting **Education And Business**



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What is alignment? What does alignment look like?



What is in this resource document?

Section 1: What is Alignment

Section 2: Alignment Partners

Section 3: Needs Assessment

Section 4: Alignment in Practice

Section 5: Conclusion

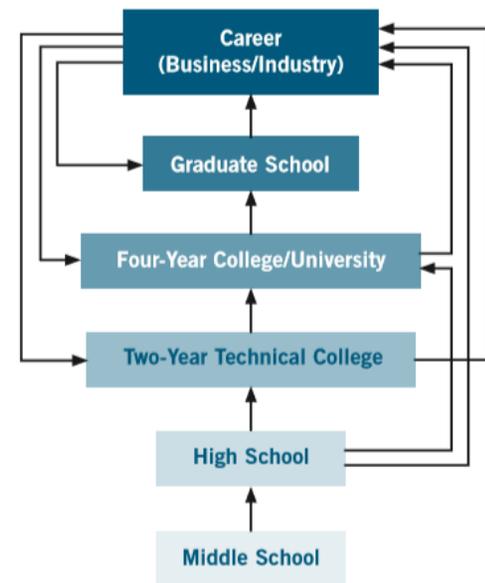
Section 6: Appendices



What is alignment?

- Coordinating education and workforce needs
- Multiple entry and exit points
- Seamless transition between one level and the next
- Efficiently move students from education to career
- An ongoing process to meet the demands of a changing economy

Figure 1 Career Pathway Pipeline



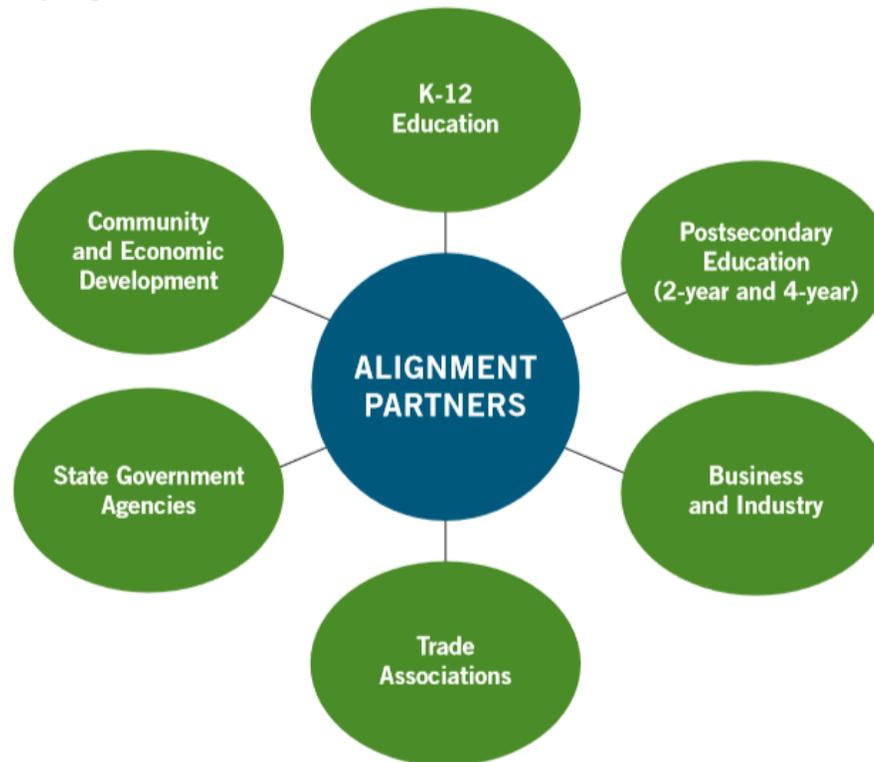
“Ensuring appropriate alignment with postsecondary and business and industry needs requires collaboration”

P. 8



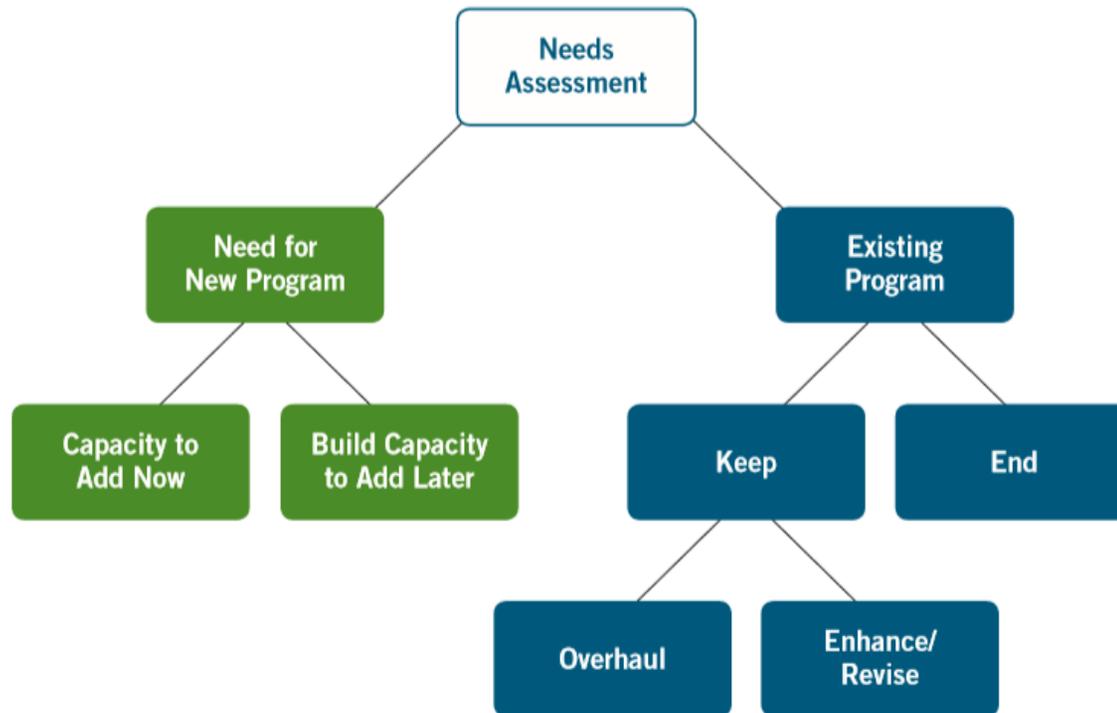
Who needs to be at the table?

Figure 2 Key Alignment Partners



Where to begin?? Needs Assessment

Figure 3 Needs Assessment Flowchart



Needs Assessment Approaches

- 1) Needs Assessment Meeting
- 2) Needs Assessment Survey
- 3) Needs Assessment Interviews



Labor Market Information

Terminology

Where to find LMI and Education Data

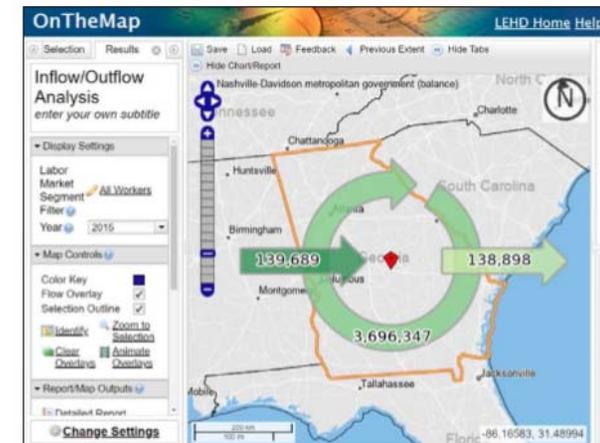
How to Use the Data / Key Questions

- What are the largest industries in my region?
- What are the fastest growing jobs in my region?
- What are the highest paying jobs in my region?
- Where are people in my region commuting to and from for work?
- What are the current training and education levels of my community's workforce?
- Where do the students from our high school(s) go after graduation?

Advanced Search - Search all data in American FactFinder

EDUCATIONAL ATTAINMENT
2013-2017 American Community Survey 5-Year Estimates

Subject	Total	Gender					
		Male	Female	Male	Female	Male	Female
Population 18 to 24 years	1,608,688	722,219	886,469	378,114	228,355	340,105	546,364
Less than high school graduate	162,686	72,219	90,467	37,814	22,835	34,010	54,636
High school graduate (includes equivalent)	526,471	242,230	284,241	107,148	65,520	143,092	241,149
Some college or associate degree	438,642	191,232	247,410	107,462	65,520	143,092	241,149
Bachelor's degree or higher	57,544	27,238	30,306	12,690	7,975	15,320	14,974
Population 25 years and over	1,446,002	650,289	795,713	317,999	170,320	351,916	346,673
Less than high school	176,282	81,289	95,000	40,792	24,208	50,784	44,216
High school graduate or diploma	551,289	254,289	297,000	120,792	75,500	145,488	151,512
High school graduate (includes equivalent)	1,077,212	468,710	598,513	177,207	100,812	200,632	197,296
Some college or associate degree	1,066,499	451,174	615,325	174,437	100,812	200,632	197,296
Bachelor's degree	162,411	74,172	88,239	36,231	22,584	45,655	42,584
Master's degree	1,241,089	517,177	723,912	288,121	178,228	350,694	345,684
Doctorate or professional degree	70,138	31,118	39,020	15,697	10,000	20,320	18,718



In Practice

Multiple ways to put alignment into practice

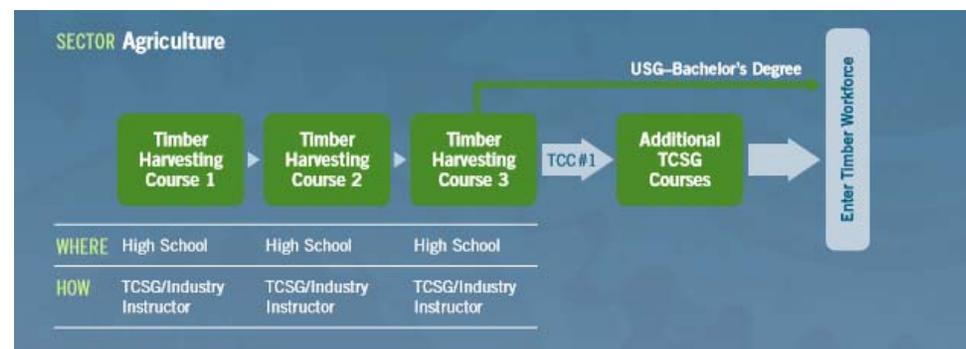
- Aligned Strategy
- Dual enrollment
- Articulation
- Local pathways
- Building the interest pipeline

One pathway or initiative may involve several strategies



Aligned Strategy: Timber Harvesting at Costal Pines Technical College (p. 36-37)

Timber companies approached Costal Pines about starting a timber program but Costal Pines needed to ensure there were interested students to enter the program so they worked with local high schools to create a dual enrollment program that connects to summer hands-on experience and a technical degree in timber or a bachelors degree in forestry for those looking to continue on.



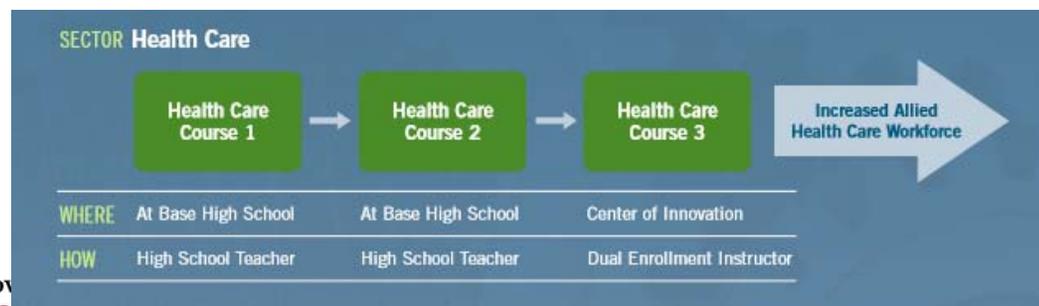
Dual Enrollment: Health Care at Fayette County Schools (p. 5-6)

Driving forces: industry partnerships, growing student interest, labor market information, and simplify process for employer to take on more students

Increase capacity by involving Southern Crescent to teach third level class

- Third level course enrollment
 - 2015 – 52 students
 - 2019 – 333 students (registered)

Upon completion: high school credit, TCC, health care credential (CNA & other allied health)



Local Pathway: International Business in Troup County (p.39)

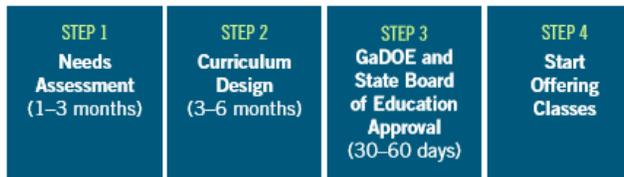
Driving force: nearly 40 international business in LaGrange / Troup County

No matter what part of the business students enter, knowledge of international concepts will impact their work

Infuse global awareness into all courses, but also a direct effort through local pathway

Worked with DOE to create pathway with the following 3 courses

- Introduction to international business
- Global awareness and Cultural Competency
- International Business Concepts



Building the Pipeline: Roswell High School Construction (p. 16-17)

Driving force: booming construction industry in Metro Atlanta but limited interest in the pathway

Build interest in construction careers, increase enrollment in the construction pathway, and decrease the stigma of the career pathways by introducing the opportunities at a younger age. Students in the Roswell cluster start learning about construction careers in elementary school.



How to Use the Alignment Toolkit

- ✓ Perkins V
- ✓ Creating new programs
- ✓ Reviewing existing programs
- ✓ Strengthening career pathway efforts with post-secondary and employers
- ✓ Share the document, cases, charts, and appendices with partners



Appendices

- A. Partner Worksheet
- B. Sample Needs Assessment Meeting Agenda
- C. Sample Needs Assessment Meeting Guide
- D. Needs Assessment Evaluation Criteria
- E. Exit Point
- F. Labor Market Information Analyst Guide
- G. Georgia Department of Education CTAE Division Industry Certification Checklist
- H. Additional Articulation Information



Thanks!



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