

Strong Practice Capture Sheet

School: Warren County High School Rural Suburban Urban

District: Warren County ■ **Region:** Upper Cumberland

Practice: Use of Industry & Labor Market Data To Determine Which Programs of Study to Offer

Point of Contact: Tracy Risinger CTE Director_risingert@warrenschoos.com 931-668-5915 or 931-409-3355

Connection to Strategic Plan:

Goals:	State Average of 21 Composite ACT		55% of the class of 2020 obtains postsecondary credential		
How best practice addresses:			By offering rigorous and challenging CTE POSs that meet local industry needs and take into consideration the labor market data students will be more prepared to enter the local workforce. With local industry providing input the chances of postsecondary credentials being earned should increase. Industry informs the school system of credentialing needs and the POSs offering those credentials can be offered.		
Priority Areas:	Empower Districts	Support Educators	High School Bridge to Postsecondary	All Means All	
How best practice applies:	Districts are empowered because using the area labor and industry data they are in a better position to offer the POSs that are in demand leading to the district and CTE POSs offerings becoming an important component of the overall economic, labor,		By offering CTE POSs that meet local industry needs and utilize labor market data students will be better prepared to enter the local workforce and be able to continue their learning at the postsecondary level. The analysis of industry and labor market data		

	<p>and cultural well being of the community, workforce, and labor market.</p>		<p>will provide the means for greater coordination between industry, secondary schools, and post secondary schools. The pathways that can be developed can help students explore opportunities at the 7th/8th grade level, develop a focus at the high school level and possibly earn a credential while in high school which could increase the chances that students will enroll at a postsecondary institution in hopes of securing a high wage, high skill, high demand job.</p>	
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Practices:

- Culture
- Accountability
- Funding
- Instructional
- Programmatic
- Other:
- Training/PD
- Policy Change

Project Specific Indicators:

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Results:

- Increased student achievement results
- ACT TNReady/EOC/TVAAS NIC EPS
- Decreased remediation and/or subgroup gaps
- Increased student readiness results (non-academic)
- Increased partnerships / alignment
- Increased participation / program growth

The Challenge:

Being able to offer programs of study that meet the needs of industry in Warren County. Many times several industry reps will contact the district to see if a particular area can be offered. It is sometimes hard to find a way to meet ALL the needs of industries in Warren County.

The Vision:

Warren County CTE Programs prepare students to:

1. Enter the workforce
2. Continue education at the postsecondary level
3. Enter society as well-rounded individuals ready to face the changing educational and work environments.

Summary of To-Do's:

1. Attend Business Roundtable Action Committee meetings
2. Attend annual Chamber of Commerce meeting
3. Serve as co-chair on the Chamber of Commerce Education Committee
4. Meet with area businesses to discuss needs
5. Meet with area postsecondary to determine opportunities to be explored
6. Research student credentials
7. Conduct labor market data research www.jobs4th.gov

Lessons Learned: *Include advice on start-up and sustainability*

Analyze course and POS offerings to ensure things are being spread too thin. After the reanalysis determine which POSs are viable and should remain.

If WCHS can't offer the POS to meet the industry need contact postsecondary to see if they can train students. Example: Machine Tool Technology TCAT

Offering too many POSs in a career cluster can spread your teachers too thin and provide so many choices that no one class has enrollment minimums met.

Two key components are increasing early postsecondary opportunities and industry certification opportunities.

Regular communication with industry and postsecondary is a must.

Communications:

Business Roundtable Action Committee (BRAC)
Local Industry Reps
Local Postsecondary Reps
Jobs4TN Reps
Internet Websites for Labor Market Data
Local Chamber of Commerce
Surveys

Stakeholder Management:

Stakeholders are utilized in a variety of ways. Stakeholders in Warren County offer donations, guest speakers, employment, workplace skills training, industry tours, WBL placements, etc.

Stakeholders are very important in selecting POSs because they can provide an insight as to exactly what they need employees to bring to the table.

Advisory Committee Members

Local Newspapers

School System Website

Specific Examples:

1. The numerous industries interested in welding led to exploration at TCAT in Welding. TCAT Welding is now offered on site at WCHS
2. Industries interested in Machine Tool Technology created a need to reach out to TCAT and WCHS visit TCAT for two periods each day to enroll in the Machine Tool Technology Program.
3. Mechatronics is a prime example of the kind of partnerships needed to be successful. Local industry stated the need and WCHS begin offering Mechatronics in house at WCHS.
4. Certain programs offered at local postsecondary institutions have dual credit opportunities therefore offering those POSs provide students opportunities for early postsecondary coursework
5. Networking and Marketing are prime example of advisory committee members expressing needs and WCBOE CTE answering the need by offering POSs in the area (Networking, Mechatronics, Marketing, etc.)

Discussions with stakeholders and analysis of labor market data are utilized in order to offer POSs that meet the needs of the area so students can graduate possessing the skills needed and wanted by local industries.

Through advisory committee meetings Programs of Study in Banking & Finance, Marketing, and Agricultural Engineering & Applied Technologies have been implemented. Also an Information Technology POS was changed from Web Design to Networking which was suggested by advisory members as well as key leaders in the computer industry. Of course the Nursery status of Warren County ensures that our Horticulture Science POS is needed.

TCAT Dual Enrollment Welding and TCAT Dual Enrollment Machine Tool Technology were implemented in August of 2015 and TCAT Dual Enrollment Culinary and TCAT Dual Enrollment Early Childhood Education Careers will begin in January 2016.

Metrics & Measurements:

Baseline Data	Progress to Date	Goals
<p>The following is the data in regards to numbers of POSs offered:</p> <p>2015-16 25 2014-15 25 2013-14 22 2012-13 20 2011-12 20 2010-11 20</p>	<p>The CTE POSs will be reduced to 19 for the 2016-17 school year because local data is being used to analyze POSs that will help students succeed in our local workforce. We want to provide students a more focused CTE POS experience that will ultimately teach students the skills needed therefore industry will benefit from a more skilled worker entering the workforce.</p>	<p>Analyze the HOT CAREERS to 2022 for both TN and surrounding LWIAs in close proximity to Warren County to ensure alignment with the WCHS POSs to the careers in most demand and those with high growth.</p>

Resources:

- Jobs4TN.gov
- Advisory Committee Members
- Hot Careers to 2022 for State and LWIA
- TN Facts for Women and Veterans
- The Demand for STEM Occupations in Tennessee
- Tennessee 2014-16 Short-Term Industry Projections Summary
- 2015 Occupations with Bright Outlooks in Tennessee's Job Market
- Tennessee Industry and Occupational Employment Projections 2012-2022
- Tennessee Quarterly Census of Employment and Wages Annual Averages for 2014
- The Labor Market Report Monthly
- Labor Market Information 2014—Tennessee's Economy An Overview
- Local Postsecondary Reps
- Local Industry Reps
- Business Action Roundtable Committee
- Chamber of Commerce Education Committee
- Chamber of Commerce
- Postsecondary Institutions
- Mattie Miller State of TN Department of Labor & Workforce Development, Labor Market Information
- Linda Davis State of TN Department of Labor & Workforce Development, Employment Security Division