



Building Successful Partnerships: A Partner Resource

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The Purpose of Business and Community Partnerships



In alignment with the PfISD CTE High-quality Program Framework, Building Successful Partnerships: A Teacher Guide exists to help teachers engage potential partners, develop effective Industry Leadership Councils (ILC), and maintain positive business relationships for the benefit of all students in the CTE program and the community.

Partners and ILCs ensure our District CTE programs are high quality by:

- informing curriculum (what is taught) and instruction (how it is taught),
- guiding development of student assessments (demonstration of content mastery),
- evaluating facilities, equipment, technology and materials,
- providing opportunities for students to practice their skills (work-based learning),
- serving as judges and mentors for competitive events and presentations,
- training teachers on important skills,
- donating funds, or helping the program raise funds,
- advocating for, and promoting, the CTE program within the community, and
- reviewing the program each year and recommending program improvements.

Active relationships between education, business, and community partners is vital for the success of students. Classroom learning alone will not adequately prepare students for the world of work or provide appropriate exposure to various industries in order to make informed decisions about their career path and postsecondary education.



Education

Business/Community Partners



Career Success

SECTION ONE- PfISD Information

Public Notifications of Nondiscrimination in Career and Technical Education Programs

PfISD offers career and technical education programs of study in 11 of the 13 Texas career clusters. Admission to these programs is based on interest and aptitude, age appropriateness, prerequisite mastery, and class space availability.

Participation:

It is the policy of PfISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Employment:

It is the policy of PfISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

PfISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Office of Student Affairs; hutcherson.hill@pfisd.net, 512.594.0154, and/or the Section 504 Coordinator; Shannon.white@pfisd.net, 512.594.0184.

Notificación Publica de No Discriminación en Programas de Educación Técnica y Vocacional

PfISD ofrece programas de estudio profesional y de educación técnica en 11 de los 13 grupos de carrera de Texas. La admisión a estos programas se basa en el interés y la aptitud, la adecuación a la edad, el dominio de los requisitos previos y la disponibilidad del espacio de clase.

Participación:

Es norma de PfISD no discriminar en sus programas, servicios o actividades vocacionales por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Empleo:

Es norma de PfISD no discriminar en sus procedimientos de empleo por motivos de raza, color, origen nacional, sexo, impedimento o edad, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

PfISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos de quejas, comuníquese con el Office of Student Affairs at hutcherson.hill@pfisd.net, 512.594.0154 y/o el Coordinador de la Sección 504 en Shannon.white@pfisd.net, 512.594.0184.

[Pflugerville ISD Vision, Mission, and Objectives](#)

Pflugerville ISD. . . Passionately Serving the Best Interests of Students













The mission of Pflugerville ISD is to provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

- We will create and implement relevant, engaging, and innovative learning experiences.
- Meet the social and emotional needs of students to facilitate engagement.
- PfISD employees will be supported, devoted, and committed to their role in the best interests of students.
- PfISD will collaborate with all stakeholders to maximize and optimize financial resources.
- Innovative, accessible, and equitable facilities will be designed, built, renovated, and maintained through collaborative teams.
- Engage in innovative and inclusive messaging and partnerships to connect all communities.

[Pflugerville ISD CTE High-Quality Program Framework](#)

The PfISD CTE HQ Program Framework was adopted in July 2019 following a months-long collaborative process that engaged CTE teachers, campus administrators and counselors, district administrators, business/industry partners, postsecondary education partners, parents and students. This framework is based on the Association of Career and Technical Education’s (ACTE) “Quality CTE Program of Study Framework”, 2018 version. There are 12 elements and 92 criteria, based on best practice and multiple years of research by the national CTE association. This framework guides the development, support and improvement of CTE programs in the District; all CTE program decisions are made in alignment to the framework.

To learn more about each element click on the text in the table below.

 Standards-Aligned and Integrated Curriculum	 Sequencing and Articulation	 Student Assessment
 Prepared and Effective Program Staff	 Engaging Instruction	 Access and Equity
 Facilities, Equipment, Technology, and Materials	 Business and Community Partnerships	 Student Career Development
 Career and Technical Student Organizations	 Work-Based Learning	 Data and Program Improvement

CTE Contacts

District CTE Leadership Team

Cara Schwartz	Executive Director of Special Programs	512-594-0068
Traci Hendrix	Director, Career & Technical Education	512-594-0118
Latasha Wilson	Coordinator, Career & Technical Education	512-594-0166
Carol Greene	Accounting Specialist, Career & Technical Education	512-594-0117

District CTE Leadership Team

These teacher leaders are the first line of support and information for CTE teachers.

Amber Ham	Connally High School, Department Chair	512-594-0916
Brian Westerfield	Hendrickson High School, Department Chair	512-594-1100
Chris Riola	Pflugerville High School, Department Chair	512-594-0584
Bonnie Villarreal	Weiss High School, Department Chair	512-594-1501

Campus CTE Principals

These campus leaders offer support and conduct T-TESS evaluations.

Laura Brown	Connally High School	512-594-0818
Clarissa Alvarado	Hendrickson High School	512-594-1117
Crystal Keck	Pflugerville High School	512-594-0512
Paula Gamble	Weiss High School	512-594-1411

SECTION TWO-How to partner

Making a connection

Many businesses today are challenged to recruit and retain a prepared work force; repeatedly career and technical education (CTE) leaders hear that employability skills, often referred to as “soft skills”, are essential and yet one of the most difficult skills for businesses to find in qualified applicants.

Pflugerville ISD is committed to passionately serving in the best interest of students. It is in the best of interest of all PfISD students to develop effective academic, technical, and employability skills. Career and technical education programs are a strong driver of this work; connecting students to high-wage, high-skill, in-demand careers through classroom, lab-based, and authentic work-based learning.

Any community member or business interested in exploring a partnership with a PfISD CTE program may contact the District CTE leadership team by phone, e-mail, or an in-person visit to the PfISD Administration Building located at 1401 W. Pecan St., Pflugerville, TX 78660. Detailed contact information is available in section one of this resource.

Partnership Activities

Partners will participate in various ways the key to success is identifying the most appropriate engagement for each one; the method by which a partner engages should:

- align to mutually beneficial goals,
- not overly tax the partner’s resources (including time), and
- and produce positive outcomes for students and partners.

The District CTE leadership team will be happy to assist potential partners with identifying the most appropriate partnership to produce the desired outcome. The table below represents many of the partnership opportunities available.

Partnership Activity	Description	Commitment
Field trip/site visit	Permit teacher(s) and students to tour a work site and hear from diverse representation of employees (business overview, types of careers available, personal career stories)	As little as one (1) time/year, from two (2) to five (5) hours
Panelist	Serve as an evaluator or interviewer for student project presentations or program interviews	As little as one (1) time/year, from four (4) to six (6) hours
Guest speaker/instructor	Visit school to talk with students in a CTE class (personal career story, information about the business/industry, share knowledge on a specific industry topic/concept)	As little as one (1) time/year, from one (1) to six (6) hours

Vendor	Participate in career fair(s) and/or REAL World: Career Connections	As little as one (1) time/year, up to six (6) hours
Co-teacher	Visit the same class over time to assist teacher with instruction of a concept or skill relevant to the industry	As little as five (5) days, from one (1) to six (6) hours each
Ambassador trainer	Provide general employability training for CTE Student Ambassadors (resume writing, interview skills, public speaking and networking tips, etc.)	As little as three (3) times/year, up to two (2) hours each
Externship trainer	Provide professional learning for CTE program teacher(s) (usually during summer months)	As little as three (3) days, up to eight (8) hours each
Industry Leadership Council member	Participate in meetings with program staff and other stakeholders to guide program development, implementation, and revision	Up to four (4) meetings/year, approximately two (2) hours each
Program evaluator	Participate in annual evaluation of program elements: curriculum, instructional practices, equipment/facilities/supplies, student outcomes	Up to two (2), eight (8) hour meetings including tour of program
Mentor	Build professional relationship with small groups of students providing employability, postsecondary guidance, and/or industry skill training	up to ten (10) times/year, approximately one (1) hour each
Resource support	Donations of money, equipment, supplies	Based on availability
Program advocate	Communicate with legislative and industry leaders in support of CTE related legislation, practices, and outcomes	varies
CTSO sponsor	Provide time and/or resources for industry relevant student leadership organization (competition, travel, leadership development, etc.)	varies
Internship provider	Hire students enrolled in relevant CTE program for authentic work-based learning experiences	From six (6) weeks to year-long

Industry Leadership Councils (ILCs)

Participation as a member of a program Industry Leadership Council is one of the best ways to learn more about a program area.

Beginning in 2019-2020 every CTE program in PfISD will have an active Industry Leadership Council (ILC). Refer to the CTE Teacher Handbook for additional information.

Each ILC will be comprised of the following stakeholders, not to exceed 20 members:

- CTE teacher(s) of the specific program (not more than 33% of the membership)
- Campus administration/counselor (at least one), and/or special populations representative
- Student ambassador (at least two)
- Postsecondary institution (at least one)
- Business/Industry representatives (at least 51% of the membership)
- Parent (at least one)
- Other community representation (non-profit partners, community leaders) and/or academic teacher

Members of the ILC should be representative of the diversity of our community and schools; including gender, and ethnicity.

Teachers are responsible for maintaining accurate records for all ILC activity including meeting agendas, notes, and recommendations. Each program may designate a teacher as the ILC Lead or may share the duties amongst the group.

ILCs will provide input for program decision-making:

- allocation of resources
- curriculum, instruction and assessment
- course sequencing
- postsecondary credentials
- work-based learning
- teacher training
- facilities and equipment
- data analysis

ILC member roles

Partners who serve on the ILC may contribute in one or more of the following ways:

- Program design (entry/exit points, connections to other pathways, academic connections)
- Development/implementation (industry qualification updates in pathway, curriculum development)
- Evaluation (review program outcomes, surveys and perception data)
- Maintenance (provide resources: equipment/supplies, professional learning, work-based opportunities, career development, etc.)
- Revision (review program options: credentials, modification of existing curriculum, etc., emerging occupations)

ILC structure and meetings

Officers

Each ILC should select a chairperson and secretary during the first meeting. The chairman will preside at meetings, call meetings, appoint subcommittees if necessary, and represent the ILC in other groups. The secretary will oversee the administrative functions of the ILC, including recording meeting minutes and attendance. ILCs may, and should, make recommendations to district CTE leadership for program development, implementation, and support (including revision) but does not have authority to make decisions. The chairman will submit ILC recommendations to the CTE Director.

Meetings and documents

ILCs must meet a minimum of three (3) times per school year. The ILC meeting schedule is established with input from the entire membership, and each meeting must be announced at least three (3) weeks in advance if a full schedule is not published following the first meeting. Each meeting agenda is shared with the council members at least 72 hours in advance, with a meeting reminder.

Each agenda must include the following elements:

- Call to Order
- Welcome, Introduction of Members and Guests
- Approval of Minutes (beginning with 2nd meeting)
- Committee reports (if applicable)
- Role of the (Program) Industry Leadership Council (1st meeting only)
- Program or ILC member presentation (if applicable)
- Overview of the (Program) from each campus' program staff
- Unfinished Business (beginning with 2nd meeting)
- New Business
 - Program of Work (1st meeting)
- Establish time, date, location of next meeting
- Open Forum
- Adjourn

Meeting minutes will be available to all ILC members at each meeting, and require approval by the membership.

In conclusion, there are many ways to engage with career and technical education (CTE) programs in Pflugerville ISD. The District values each partnership and the career and college preparation it affords to all PfISD students. The Pflugerville community is diverse, growing, and engaged; together our efforts will ensure success for everyone.