


Workforce Development in the 21st Century for High School Students

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GW DEOL Final Defense of Consultancy Project
July 7, 2020

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Organizational Facts – Cleveland County Schools

- ~15,000 Students
- 29 Schools (1 Early College High School)
- Graduation Rate: 89.7%
- ~3,611 CTE students enrolled in credentialing courses
- ~5,338 credentials earned



Mission
The Cleveland County Schools will challenge each student with an exceptional educational experience that will lead them to become a productive global citizen and a lifelong learner by partnering with our community to provide quality learning opportunities.

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Workforce Development Stakeholders

- Problem Statement
- This region has an insufficient pool of candidates with skills to compete for entry level manufacturing positions.
- Initiatives
- The need to prepare high school students with the skills needed for entry level manufacturing positions in Cleveland County.
- My consultancy project is a collaboration CCS and CCC to create a workforce development program.

REGION C workforce development board

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Literature Review Best Practices

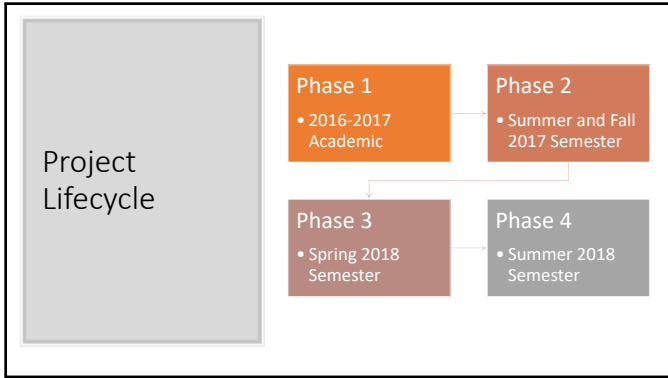
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Project Team

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Promotional Video

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Goal 1	Key Assumptions	Constraints	Outcome
100% of the participants will receive a high school graduation diploma. n=18	10% of the participants will not graduate with a high school diploma.	CCS graduation rate is around 90%.	100% of the participants graduated from high school.

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Goal 2	Key Assumptions	Constraints	Outcome
90% of the participants will receive a post-secondary credential from CCC. n=18	10% of the participants will return to their traditional high school.	CCS course delivery method is online.	72% of the participants received a post-secondary credential from CCC.

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Goal 3	Key Assumptions	Constraints	Outcome
80% of the participants will receive an industry-recognized credential by graduation. n=18	20% of the participants will not pass an industry-recognized credential.	Participants may not see value in the credential.	100% of the participants received an industry-recognized credential.

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Goal 4	Key Assumptions	Constraints	Outcome
75% of the participants will participate in a work-based learning/OJT experience by graduation. n=18	25% of the participants will not participate in work-based learning.	Participants may be under the age of 18 during the time of the experience.	67% of the participants participated in a work-based learning experience.


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Goal 5	Key Assumptions	Constraints	Outcome
50% of the participants will be employed in their field of study within 6 months after completion of the program. n=18	50% of the participants will not be employed in their field of study.	Participants may not be interested in their field of study.	27% of the participants were employed in their field of study within 6 months after completing the program.


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Case Study – Dylan Chavez Hernandez

- Received a high school diploma from Cleveland Early College, and a Diploma in Automation Engineering Technology
- Received several credentials.
- Completed work-based learning with CCC maintenance department
- Hired full-time by STI Fabrics in KM as a Youth Apprentice
- Will continue with CCC in the Apprenticeship for the next 2 years while working towards his journeyworker credential with US Department of Labor




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Strengths	<ul style="list-style-type: none"> • Receive college education while in high school • Exposure to industries • Low instructor to student ratio • Skill for in-demand jobs
Weaknesses	<ul style="list-style-type: none"> • Miss out on traditional high school • Online high school courses • Number of students participating • Lack of student motivation
Opportunities	<ul style="list-style-type: none"> • Job placement • Connect with employers before graduation • More partnerships • Growth and awareness
Threats	<ul style="list-style-type: none"> • 4-year college • Compete with CTE courses at the high school • Economy • Dropout

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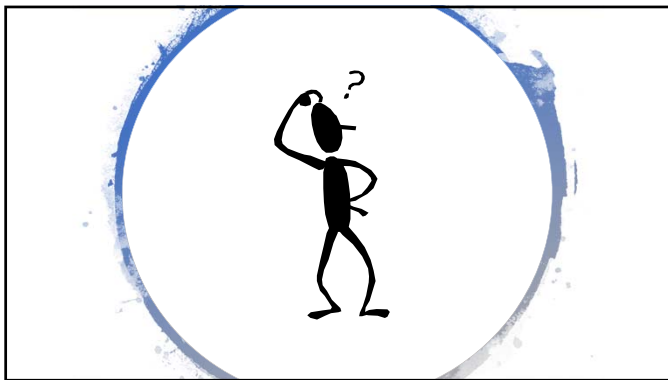


Risk, Constraints, Assumptions

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Reflection

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