

**Workforce Education Implementation Evaluation  
Economic Development Leadership Interview Protocol**

**A. Introduction**

*Hi my name is \_\_\_\_\_ and my colleague is \_\_\_\_\_. We are here to talk with you about the collaborations and relationships that support technician education in this region. The questions we will be asking are about different aspects of your work and your organization's relationship supporting technician education based on your own personal experiences; so there are no right or wrong answers. After our conversation, this information will be used in an analysis of these types of relationships supporting technician education in other locations around the country. We will not use names to identify respondents in any of our reporting. With your permission, we would like to digitally record this conversation. Please let us know if you would prefer us to turn the recording off at anytime, if you feel uncomfortable.*

*Before we start, could you please review and sign this consent form. After they review consent form: Do you have any questions before we get started?*

1. Tell me about your role and responsibilities at your organization.
  - How do industry and higher education players fit into your work here?
  - Why are these relationships important?

**A. Industry and Community College/ATE Center Relationship Formation**

2. In general, what has been the history of industry and higher education collaboration here in this region?
  - Who are the key players in industry collaboration?
  - Which companies/institutions have led the way in these relationships?
  - How have these efforts been connected to regional economic development?

*(To the respondent : The following questions will focus on your institution's relationship with [industry/specific companies ], the community college, and your connections with the ATE Center, if relevant. )*

3. How did the overall local economic environment or even specific pre-existing relationships influence the collaboration with [industry/specific companies ], the community college, and the ATE Center]?
4. As your work with these collaboration has evolved, how have the goals of the your organization changed?



- What did your organization need from these relationships to reach its goals?
- How did your organization, the College/Center and industry set expectations for the relationship?
- How much did your organization believe that these relationships would be reciprocally helpful?
- How much did the collaborators believe they would be helpful?
  - What is the evidence of that belief from the industry or the community college? What did they do or contribute?
  - Are there other opportunities that were lost for your organization, due to time, effort and assets devoted to these relationships?
- How prominent was improving instruction and materials for technician in these collaborative relationships?

## **B. Operation/Implementation Factors**

5. Who are the key “champions” or leaders in this collaboration at your institution and with *[industry/specific companies], the community college, and the ATE Center*?
  - What actions do they take, as “champions?”
6. What is the vision these leaders are communicating?
  - Is the vision consistent with the goals of the group?
  - How do the leaders motivate and empower others to achieve this vision?
  - Who are the supporting players and networks?
7. Part of “give and take” is risk. To what extent are the members contributing their resources and sharing risk in the relationship?

(Possible Risks include: unequal sharing of financial costs, non-delivery of products/services, time wasted, non-inclusion in key decision)

- As you go along, how do you and your collaborators know the relationship is still working?
- How do you and your collaborators reflect on existing practices to determine approaches for ongoing improvement?
- How do you and your collaborators check that expectations of instruction - programs, materials, or curriculum - are met?
- How do you and your collaborators evaluate the effectiveness of the relationship and individual members’ performance?
- Why is the risk worth it?

8. Do you understand, in deep way, what industry and community college people want and need from your organization?
  - In your view, what is the ideal model for teaching and learning related to technician training? What are your core assumptions about how technicians learn and are best prepared for the workforce?
  - What has industry and the community college/ATE center done to deliver this model? How has this changed from the way it was done previously?
  - What is the type, quality, and frequency of communication that takes place with industry and the community college? How have you resolved miscommunication or misunderstandings?
9. How are decisions made, day-to-day, in this relationship with your collaborators?
  - Is there a recent example that illustrates this decision-making?
11. What challenges does your group have in implementing instructional activities that support technician education in support of industry and college goals?
  - What factors have helped in addressing those challenges when implementing training, materials development, and instructional activities in support of technician education?

### **C. Value of the Relationships**

10. Are these relationships valuable? What strategic needs are being met (or not) due to these relationships?
  - What would make them more valuable?
  - What indicators or measures are there of their value?
  - How consistent are these indicators with your organization's benchmarks for success?
12. What has been produced as a result of this work between you and your collaborators? (Probe for the following)
  - Instructional products/materials.
  - Professional development
  - New Policies
  - New relationships with other organizations
  - Processes that improve operations
  - New approaches to instruction
  - New types of students (i.e. Non-traditional)

13. Who has benefitted from these relationships? What have the outcomes been for the companies, your organization, and the community college? How do you know?

*(Probe for both short-term and long-term outcomes listed below)*

Possible short-term outcomes include:

- Relationship building
- Dissemination of materials
- Level of Integration
- Leadership skill development
- Enrollment numbers
- Credentialed graduates
- Job or internship placements

Long-term outcomes could include:

- Sustainable efforts supporting technician education
- Institutional cultural change (e.g. faculty values, instructional practices)
- Collaborative activities occurring between different departments

#### **D. Conclusion**

14. What are you most proud of? Is there anything else you would like to share that would help us understand your organization and your relationship *[industry/specific companies], the community college, and the ATE Center*?

**Thank you.**