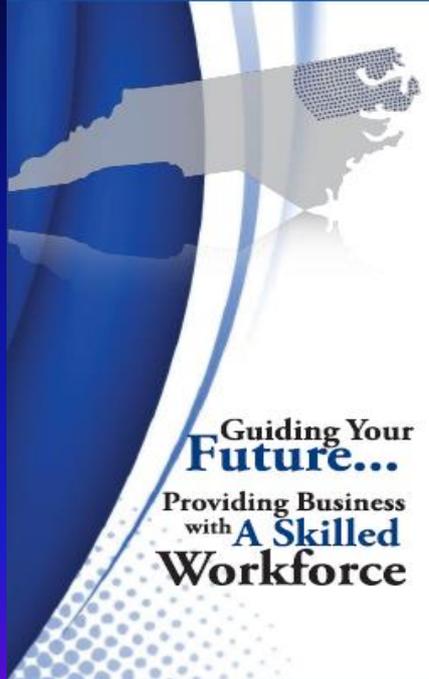


Northeastern  
**North Carolina  
Career Pathways**



Guiding Your  
**Future...**  
Providing Business  
with **A Skilled  
Workforce**

[NortheastNCWorksPTP.com](http://NortheastNCWorksPTP.com)

# A Regional Approach to Pathways in the Northeast

NCWorks Certified Career Pathways Conference

September 14, 2015

Greensboro, NC

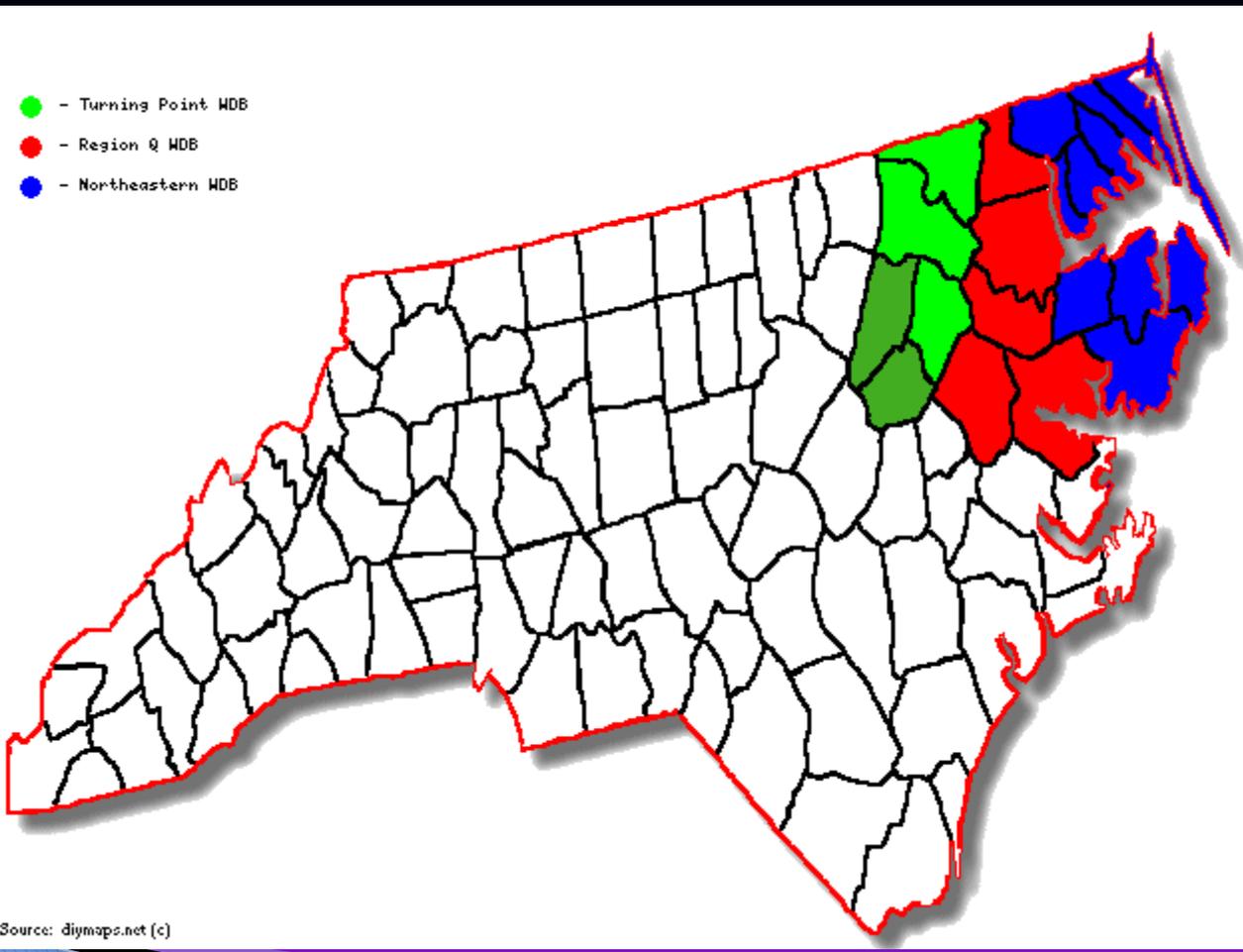
Michael Williams

Christina Harris

Rob Boyce

# Background

- ❖ How we got started
- ❖ Who is involved
- ❖ Workforce Development Perspective of the work



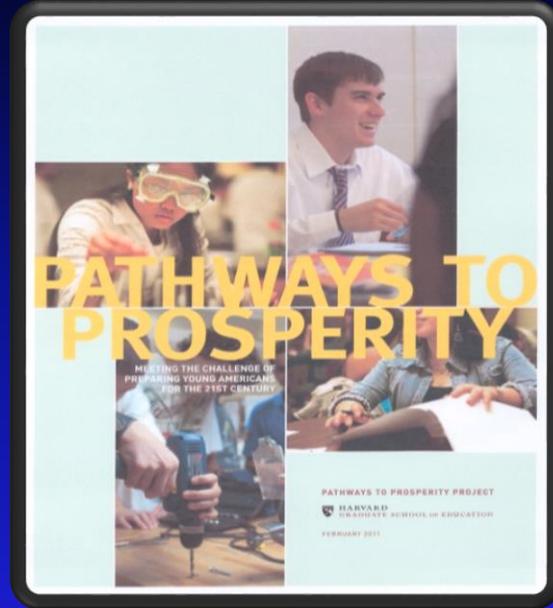
- - Turning Point MDB
- - Region Q MDB
- - Northeastern MDB

Source: diymaps.net (c)

# Northeast Realities

- 19 LEA's in Northeast
- Pitt is largest; Beaufort next largest; 6 are in smallest affinity group.
- Served by 3 Workforce Development Boards
- 7 Community colleges; 3 universities
- Only 2 Districts have a full time director devoted only to CTE.

# Pathways to Prosperity

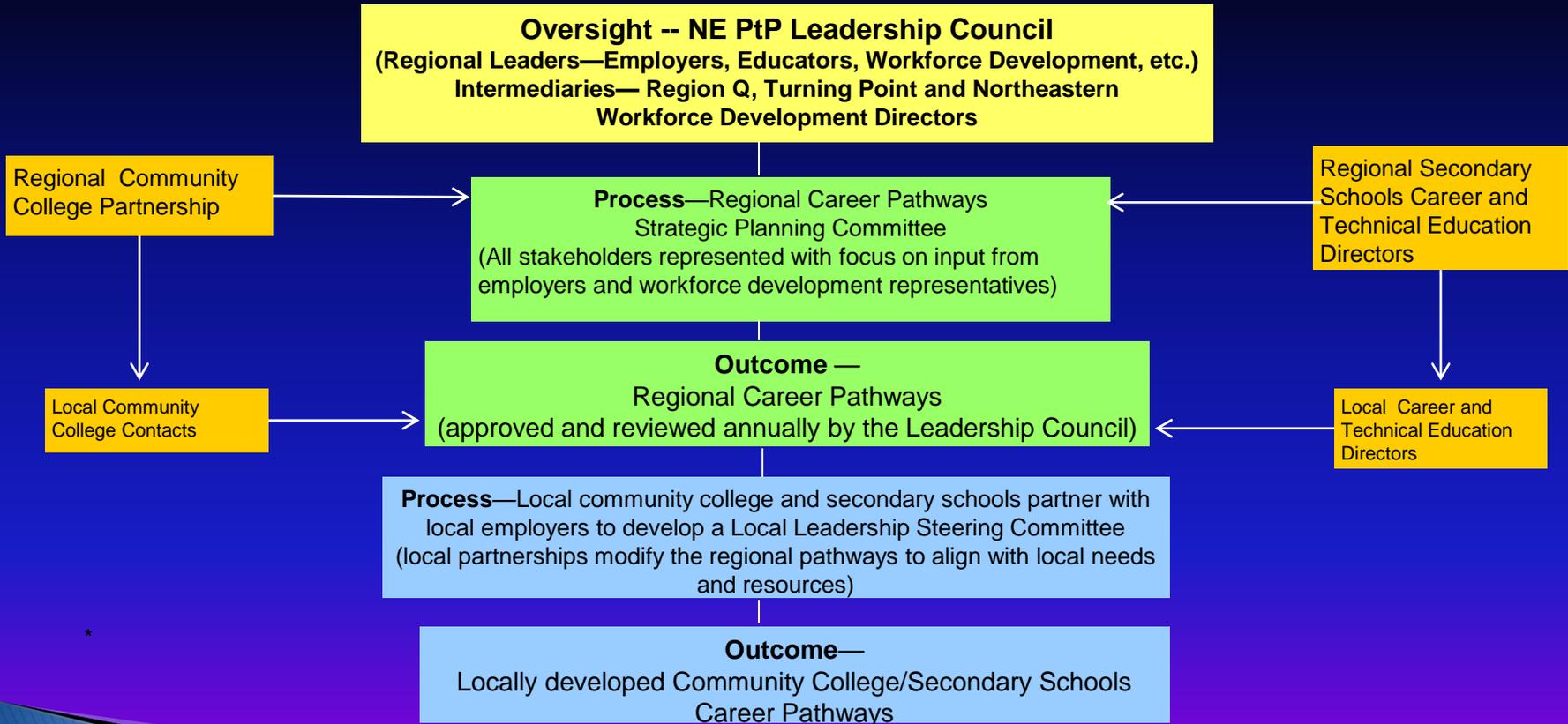


▶ [http://www.gse.harvard.edu/news\\_events/features/2011/Pathways\\_to\\_Prosperty\\_Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf)

# Northeast Philosophy

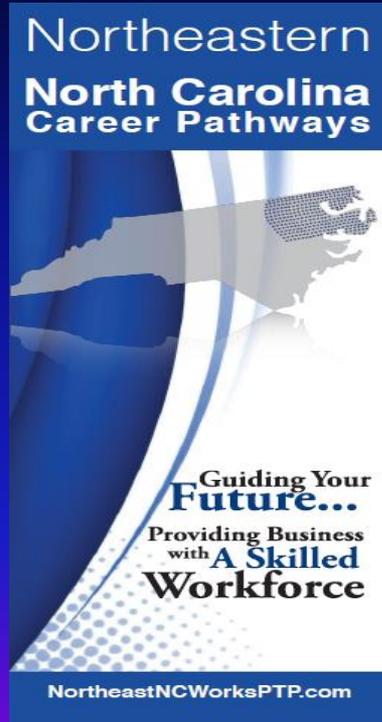
- Create regionally and customize locally
- Maximize resources
- Directors take turns as leads
- Each pay a share of facilitator expense
- Workforce Development Boards help pay for meeting costs
- Share reproduction/publishing costs
- Eliminate duplication of effort
- Same facilitator helps secondary and post-secondary groups
- Larger employers in a sector participate regionally
- Workforce Development boards work as a group with multiple community colleges at one time

# Northeast NC PtP\* Regional Pathway Development Model



\*

# Presentation Topics



1. Demand-driven and data informed
2. Employer engagement
3. Collaboration
4. Career awareness and development
5. Articulation and coordination
6. Work-Based Learning
7. Multiple Entry and Exit Points
8. Evaluation

# 1. Demand Driven and Data Informed



# 2. Employer Engagement



# Employer Engagement

PtP Advanced Manufacturing  
Career Pathways Strategic Planning Committee  
Meeting 3  
May 14, 2015  
12:00 – 1:30 pm  
NC TeleCenter, Williamston NC

## Agenda

Lunch

Call to order and overview

Walter Dorsey  
Chairperson

Recognition/awareness of the advanced manufacturing  
employers that have taken part in the pathways strategic  
planning process

Employers

Reaching consensus on implementation strategies

Rob Boyce

Subcommittee Work

*Employer Engagement*

Gwen Stevens  
Casey Astupenas

*Career Development*

Wanda Cofield  
Todd Blumenreich

*Skill Development*

Katrina Williams  
Sherita Cobb  
Christy Harris

Subcommittees report out (1:05 PM)

Finalize decisions on implementation strategies and  
recommendations

Rob Boyce

Wrap up and next steps

Walter Dorsey

Adjourn

- ▶ Personal contacts
- ▶ Be able to answer the employer question “What specifically do you want me to do?”
- ▶ Organized agendas
- ▶ Product focused
- ▶ Start on time and end on time

## Career and Technical Education Employer Engagement Recruitment Survey

First Name: \_\_\_\_\_  
 Last Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Email: \_\_\_\_\_  
 Phone: \_\_\_\_\_

Industry: \_\_\_\_\_  
 Company: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_  
 State/Zip: \_\_\_\_\_

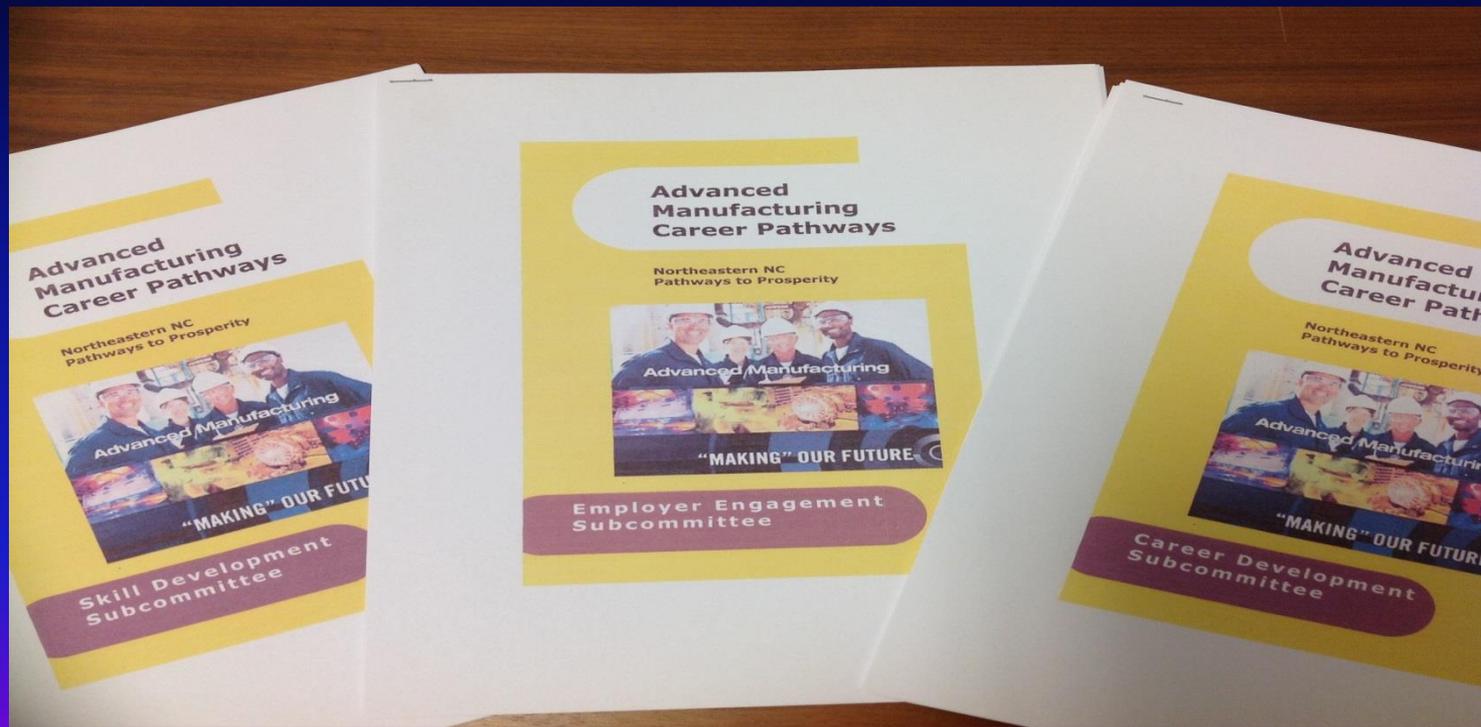
Contact Preference:  
 \_\_\_ Phone  
 \_\_\_ Email  
 \_\_\_ No Preference

Check all the ways that you are willing to help

|   |  |
|---|--|
| <b>Share Interests:</b>   | <b>Mentor Interests:</b>   |
| <input type="checkbox"/> Speak in classroom about your field          | <input type="checkbox"/> Work with students on industry standards      |
| <input type="checkbox"/> Chaperone field trip to college/worksite     | <input type="checkbox"/> Offer summer externships for pathway teachers |
| <input type="checkbox"/> Mock interviews/resume review at school      | <input type="checkbox"/> Host a field trip at your worksite            |
| <input type="checkbox"/> Lead workshops                               | <input type="checkbox"/> Provide unpaid internships for students       |
| <input type="checkbox"/> Sponsor a campus student organization        | <input type="checkbox"/> Provide paid internships for students         |
| <input type="checkbox"/> Host information session with students       |  |
| <input type="checkbox"/> Host job shadow days for students            |  |
| <input type="checkbox"/> Host tours of workplace for groups           |  |
| <b>Advice Interests:</b>  | <b>Contribution Interests:</b>   |
| <input type="checkbox"/> Work on CTE advisory board/committee         | <input type="checkbox"/> Donate equipment                              |
| <input type="checkbox"/> Advise teachers about curriculum development | <input type="checkbox"/> Donate literature                             |
| <input type="checkbox"/> Serve as an industry expert for projects     | <input type="checkbox"/> Offer scholarships for students               |
| <input type="checkbox"/> Engage students in industry                  | <input type="checkbox"/> Other   |
| <input type="checkbox"/> Share your industry contacts                 |  |
|   | <b>Other Interests:</b>  |
|   | _____  |
|   | _____  |

**Comments:**

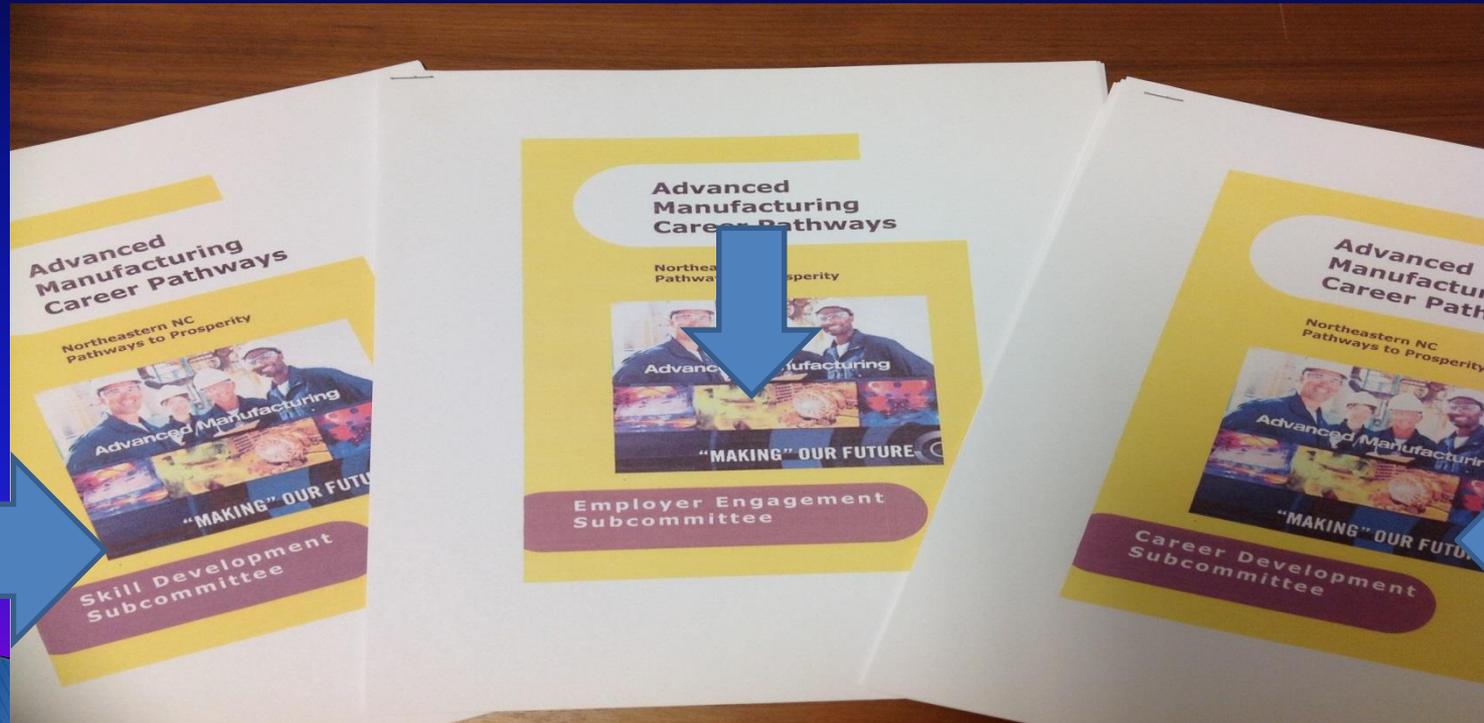
# 3. Collaboration



# Suggested State Components

- ▶ Employer Engagement
- ▶ Career Information and Advising System
- ▶ Career Pathways
- ▶ Intermediary Functions

# Collaboration



# Advanced Manufacturing Strategic Planning Committee

## Elements to be Addressed

| Employer Engagement   | Career Development  | Skills Development   |
|---|---|--|
| <p>Increased employer engagement resulting in improving the quality and quantity of work-based learning opportunities for more students</p> | <p>A defined, comprehensive career development system that features employer engagement</p> | <p>Grades 9-14 pathways that feature high quality, sequenced courses; career and college promise opportunities; stackable credentials; career and technical student organization access; and work-based learning opportunities</p> |

## Elements

- Curriculum and course sequences
- Comprehensive and sequenced career guidance and development activities (middle school through post-secondary education)
- Improved soft skills
- Career plans/pathways with options
- Increased work-based learning opportunities
- Current and future articulation agreements and career and college promise courses
- Stackable credentials

## Advanced Manufacturing Strategic Planning Subcommittees

|                           | Employer Engagement  | Career Development  | Skill Development  |
|---------------------------|--|---|--|
| Leaders                   | Gwen Stevens and Casey Atstupenas  | Wanda Cofield and Todd Blumenreich  | Katrina Williams, Sherita Cobb, Joan Deloatch & Christy Harris   |
| Goals                     | Increased employer engagement resulting in improving the quality and quantity of work-based learning opportunities for more students   | A defined comprehensive career development system that features employer engagement   | Grades 9-14 pathways that feature high quality sequenced courses, college promise opportunities, stackable credentials, and work-based learning opportunities  |
| Pathway review/input      | Pathway review and input -- From your committee's perspective, critique the draft pathway templates  | Pathway review and input --From your committee's perspective, critique the draft pathway templates  | Pathway review and input -- From your committee's perspective, critique the draft pathway templates  |
| Committee specific topics | <p>Identify and prioritize the cross cutting technical and academic skills that are foundational to a variety of manufacturing careers available in NE NC</p> <p>Vet an advanced manufacturing job availability survey</p> <p>Identify advanced manufacturing work-based learning opportunities that currently exist and explore new work-based learning opportunities NE NC employers might provide</p> <p>Identify how the Career Readiness Certificate is currently used in the advanced manufacturing employment hiring process in NE North Carolina and the potential to expand its use</p> <p>Investigate the Asheville-Buncombe Technical CC Soft Skills certification and grading program and the potential for use in NE NC</p> <p>Identify any additional advanced manufacturing education and training issues that need to be addressed</p> | <p>Evaluate the regional career guidance and counseling retreat and make recommendations</p> <p>Vet the career guidance planning model and activities developed by previous committees; identify and add community college strategies; and determine next steps in implementation</p> <p>Explore the community college soft skills curriculum. Are there elements of this curriculum that can be incorporated in the secondary CTE course curriculum</p> <p>Prepare a list of on-line soft skills resources</p> <p>Review the NE PtP website and make suggestions/recommendations</p> <p>Are there local or state policies that could be enacted, modified or deleted that would increase the number of CTE completers or encourage pathway completion?</p> <p>Review guidance/counseling suggestions from NC Advanced Manufacturing Asset Report and develop strategies that address the suggestions</p> <p>Review and make suggestions related to a 2016 regional career pathway fair</p> | <p>Develop advanced manufacturing secondary/postsecondary pathway templates that address the elements listed in the goals section above</p> <p>Identify needed high school/community college articulation agreements needed to support the pathways</p> <p>Are there any local or state policy changes that would enhance the implementation of the pathways?</p> <p>What credentials can students earn and how can we increase the number of students who achieve the credentials?</p> <p>Vet the current metric data sets being used to measure progress/success and make recommendations</p> <p>Complete the requirements to get the BioWork industry credential approved</p> |



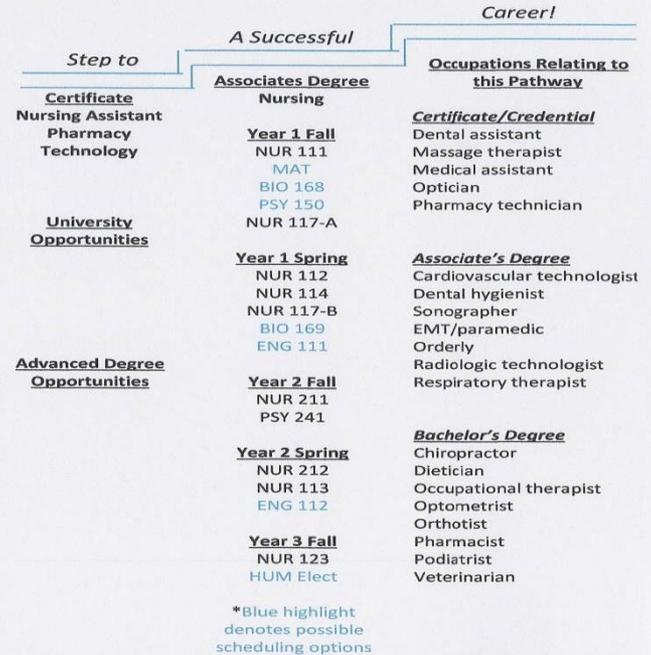
Student Name \_\_\_\_\_  
 Student ID Number \_\_\_\_\_

**Health Sciences: Therapeutic and Diagnostic Services**

**Career Pathway Plan of Study for ▶ Students ▶ Parents ▶ Counselors ▶ Teachers/Faculty**

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as students continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each student's educational and career goals. **Students are strongly encouraged to participate in honors, advanced placement, or Career & College Promise courses.**

|                       |   | 8   | 9                                     | 10                                     | 11                                     | 12   |  |
|-----------------------|---|---|---------------------------------------|--|--|--|--|
| ACADEMIC              | ENGLISH/<br>LANGUAGE ARTS                     |   | English I                             | English II                             | English III                            | English IV   |  |
|                       | MATH  |   | Math I                                | Math II                                | Math III                               | Math IV or above   |  |
|                       | SCIENCE                                       |   | An Earth Science class                | Biology                                | Chemistry                              | BIO 168/169  |  |
|                       | SOCIAL STUDIES                                |   | World History                         | Civics                                 | American History I/II                  | PSY 150  |  |
|                       | HEALTH/PE                                     |   | Health/PE                             |  |  |  |  |
| TECHNICAL             | CAREER &<br>TECHNICAL<br>EDUCATION<br>OPTIONS | Exploring<br>Biotechnology in<br>Health Science | Health Team Relations                 | Health Sciences<br>I                   | Health Sciences II                     | Nursing<br>Fundamentals  |  |
|                       |   | Exploring Career<br>Decisions                   | Biomedical<br>Technology              |  |  | Fundamentals of<br>Gerontology   |  |
| COLLEGE               | CAREER &<br>COLLEGE<br>PROMISE                |   |                                       |  |  | Sociology 220  |  |
|                       |   |   |                                       |  |  | HUM Elect  |  |
| CAREER<br>DEVELOPMENT | CAREER<br>COUNSELING<br>AND ADVISING          | Career Counseling Plans 8 – 14+ →               |                                       |  |  |  |  |
|                       |   | ACT EXPLORE                                     | NC Career Cluster<br>Guide Activities | ACT PLAN                               | ACT College<br>Readiness<br>Assessment | ACT Workplace<br>Readiness<br>Assessment<br>(WorkKeys)   |  |
| WORK-BASED            | WORK-BASED<br>LEARNING<br>OPPORTUNITIES       |   | Classroom Speaker                     | Classroom<br>Speaker                   | Career Day                             | Internship<br>(Academic or<br>Cluster)   |  |
|                       |   | CTSOs (Career<br>Technical<br>Student Org.)     | Field Trip                            | Job Shadow                             | Field Trip to Local<br>Industry        | Participate in<br>Student org. HOSA  |  |
| CREDENTIALS           | STACKABLE<br>CREDENTIALS                      |   | Participate in Student<br>org. HOSA   | Participate in<br>Student org.<br>HOSA | Participate in<br>Student org. HOSA    |  |  |
|                       |   |   |                                       |  |  | Career Readiness<br>Credential (WorkKeys)<br>Certified Nursing<br>Assistant<br>Geriatric Aid<br>Endorsement<br>Pharmacy Technology |  |

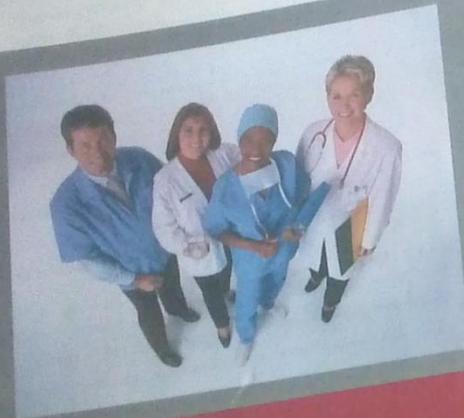


\*Colored boxes present possible articulation opportunities in courses. Articulation can be earned by scoring a 93 or better on the final exam with a minimum of a B as the final grade. Two foreign languages are needed to transfer to a 4 year college.

NC Pathways to Prosperity Pilot  
Beaufort-Martin-Halifax-Washington

## PtP Health Careers Pathways Strategic Planning Committee Report

October 31, 2013



## PtP AGRISCIENCE/ BIOTECHNOLOGY CAREER PATHWAYS



Strategic Planning Committee Report  
May 31, 2014

## Advanced Manufacturing Career Pathways

Northeastern NC  
Pathways to Prosperity



Advanced Manufacturing

"MAKING" OUR FUTURE

Strategic Planning  
Committee Report  
June 30, 2015

# Northeast PTP Website



**NC WORKS**  
**Pathways to Prosperity**  
Northeast Region: Prosperity Zone 1

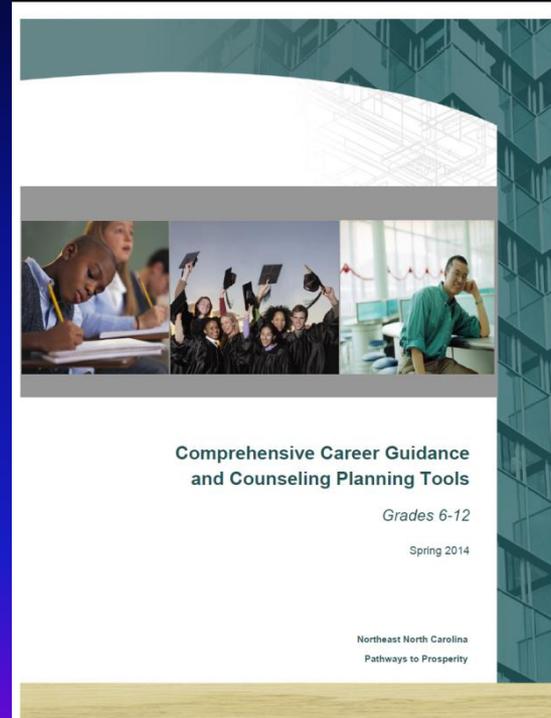
**Pathways to Prosperity- A Regional Model  
Providing Opportunities for Northeastern  
North Carolina**



Stemming from a 2011 report from a Harvard Graduate School study, Pathways to Prosperity was born when Jobs for the Future and Harvard Graduate School invested in helping state develop. The Pathways to Prosperity

[www.northeastNCWorksPTP.com](http://www.northeastNCWorksPTP.com)

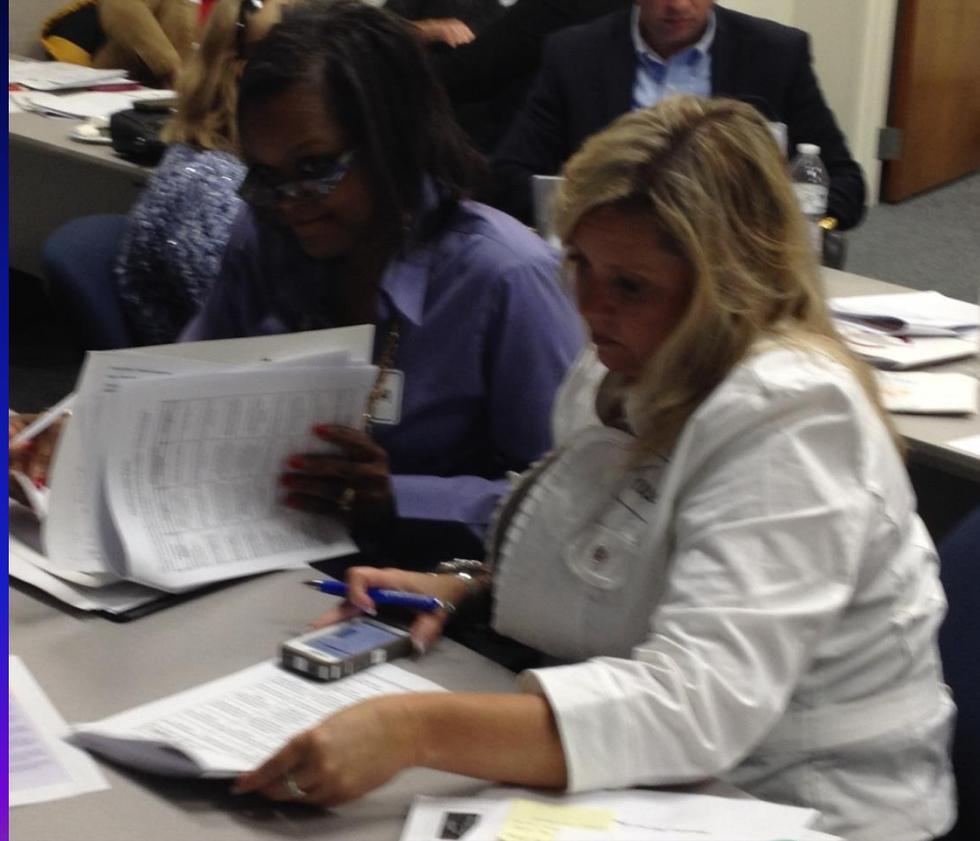
# 4. Career Awareness and Development





# Developing a Career Counseling Plan

Asked counselors to review career guidance and counseling essential standards from two sources (ASCA and NC Essential Standards) and identify common threads



# Developing a Career Counseling Plan

## Career Guidance and Counseling Essential Standards Crosswalk

|   |  |
|---|--|
| <p><b>Self-Awareness</b><br/><i>NC ESSENTIAL STANDARDS</i><br/><b>CR.1 Career self-awareness</b><br/>Understand the meaning and importance of career self-awareness and career goals</p> <p><b>ASCA* NATIONAL STANDARDS FOR STUDENTS</b></p> <p>CA.1.3 Develop an awareness of personal abilities, skills, interests and motivations<br/>CB.1.2 Identify personal skills, interests and abilities and relate them to current career choice<br/>C.1.3 Identify personal preferences and interests influencing career choice and success<br/>C.C.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals</p>  | <p><b>Career Awareness/Exploration/Goal Setting</b><br/><i>NC ESSENTIAL STANDARDS</i><br/><b>CR.2 Setting career goals</b><br/>Understand the relationship among career goals and interests, personal interests, aptitudes and abilities</p> <p><b>ASCA* NATIONAL STANDARDS FOR STUDENTS</b></p> <p>CA.1.1 Develop skills to locate, evaluate and interpret career information<br/>CA.1.2 Learn about the variety of traditional and nontraditional occupations<br/>CA.1.6 Learn how to set goals<br/>CA.1.7 Develop hobbies and vocational interests<br/>CB.1.3 Demonstrate knowledge of the career planning process<br/>CB.1.4 Know the various ways that careers can be classified<br/>CB.1.5 Use research and information resources to obtain career information<br/>CB.1.6 Learn to use the Internet to access career planning information<br/>CB.1.7 Describe traditional and nontraditional career choices and how they relate to career choice<br/>CB.1.8 Understand how changing economic and societal needs influence employment trends and future training<br/>C.1.2 Explain how work can help to achieve personal success and satisfaction<br/>C.1.5 Describe the effect of work on lifestyle<br/>C.1.6 Understand the importance of equity and access in career change<br/>C.1.7 Understand that work is an important and satisfying means of personal expression<br/>C.2.2 Learn to use conflict management skills with peers and adults<br/>C.2.3 Learn to work cooperatively with others as a team member<br/>C.2.4 Apply academic and employment readiness skills to work based learning situations such as internships, shadowing and/or mentoring experiences</p>             |
| <p><b>High School Course Selection/Post-Secondary Planning</b><br/><i>NC ESSENTIAL STANDARDS</i><br/><b>CR.3 How decision making impacts careers</b><br/>Understand the relationship among personal, ("soft skills"), and academic decisions, career expectations, and future life decisions</p> <p><b>CR.4 Connection between school and careers</b><br/>Understand the connection among attendance, collaboration, course selection, grades, GPA, undergraduate admission, career expectations, and life goals</p> <p><b>ASCA* NATIONAL STANDARDS FOR STUDENTS</b></p> <p>CA.1.7 Understand the importance of planning<br/>CA.1.8 Pursue and develop competency in areas of interest<br/>CB.1.1 Apply decision making skills to career planning, course selection and career transition<br/>CB.2.1 Demonstrate awareness of the education and training needed to achieve career goals<br/>B.2.2 Assess and modify their educational plan to support career (goal)<br/>B.2.4 Select course work that is related to career interest<br/>B.2.5 Maintain a career planning portfolio<br/>C.1.1 Understand the relationship between educational achievement and career success<br/>C.1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills</p> <p><b>*ASCA - American School Counselor Association - National Career Counseling Standards</b></p> | <p><b>Personal/Employability Skills Development</b><br/><i>NC ESSENTIAL STANDARDS</i><br/><b>CR.3 How decision making impacts careers</b><br/>Understand the relationship among personal, ("soft skills"), and academic decisions, career expectations, and future life decisions</p> <p><b>CR.4 Connection between school and careers</b><br/>Understand the connection among attendance, collaboration, course selection, grades, GPA, undergraduate admission, career expectations, and life goals</p> <p><b>SE. 3 (socio-emotional) Importance of communication in careers</b><br/>Use communication strategies effectively for a variety of purposes and audiences</p> <p><b>ASCA* NATIONAL STANDARDS FOR STUDENTS</b></p> <p>CA.1.4 Learn how to interact and work cooperatively in teams<br/>CA.1.5 Learn to make decisions<br/>C. A2.1 Acquire employability skills such as working on a team, problem solving and organizational skills<br/>CA.2.2 Apply job readiness skills to seek employment opportunities<br/>CA.2.3 Demonstrate knowledge about the changing workplace<br/>CA.2.4 Learn about the rights and responsibilities of employers and employees<br/>CA.2.5 Learn to respect individual uniqueness in the workplace<br/>CA.2.6 Learn how to write a resume<br/>CA.2.7 Develop a positive attitude toward work and learning<br/>CA.2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace<br/>CA.2.9 Utilize time and task management skills<br/>CA.1.10 Balance between work and leisure time<br/>CB.2.3 Use employability and job readiness skills in internship, shadowing and/or other work experience</p> |

- ▶ Self-awareness
- ▶ Career awareness/ exploration/ goal setting
- ▶ High school course selection/ post-secondary planning
- ▶ Personal/ employability skills development

# Developing a Career Counseling Plan

Career development pathway subcommittees identify best practices in each of the four areas for both middle school and high school

See next slide for example

# Developing a Career Counseling Plan

## Career Guidance and Counseling Strategies Worksheet (Middle School)

### Self-Awareness

1. Investigate self-awareness activities in "Making Tracks" career magazine. (6-8)
2. Conduct role playing scenarios (e.g. personality type, values, conflict management/bullying) (6-8)
3. Use the "Skills to Pay the Bills" lessons (6 lessons, perhaps two lessons per grade level) (6-8)
4. Use the "Who Am I" lessons from the middle school career development course (8)
5. Have personal conversations with students to link academic and aptitude strengths and challenges with future career interests/goals (8)
6. Print student interests responses in ACT EXPLORE and go to CFNC to research learning styles. (8)
7. Administer a learning style inventory (8)

### Career Awareness/Exploration/Goal Setting

1. Hold a career fair (6-8)
2. Encourage membership in CTSO's (6-8)
3. Set up web based accounts (i.e. CFNC) (7-8)
4. Provide career based field trips/virtual field trips (7-8)
5. Invite business/industry guest speakers (7-8)
6. Invite post-secondary education guest speakers (7-8)
7. Discuss the results of the ACT EXPLORE Assessment(8)
8. Initiate individual career development plans (8)
9. Initiate High School CFNC Portfolio (cluster/course selection) (8)
10. Conduct career counseling lessons (e.g. goal setting, importance of staying in school, links between course selection and career interests, etc.) (8)
11. Explore careers through websites like Bigfuture and Career Cruising—F4k (8)
12. Participate in shadowing experiences like Groundhog Shadowing or go to work for a day (8)

## Career Guidance and Counseling Strategies Worksheet (High School)

### Self-Awareness

1. Use personality assessments and inventories to explore self-awareness (9-10)
2. Use the interest inventory from the ACT PLAN assessment (10)
3. Use the interest inventory from CFNC (9-12)
4. Conduct role playing scenarios (e.g. personality type, values, conflict management/bullying, team building and reality check activities) (9-12)
5. Use class meetings (where available) or other counseling sessions to emphasize the link between academic and aptitude strengths, and challenges with future career interests/goals (e.g. GPA) (9-12)
6. Provide CTE specific training (clusters, poverty, curriculum, concentrator) for counselors and CDCs (9-12)
7. Conduct a session with students to explore self-awareness using the results of the ASVAB (11-12)

### Career Awareness/Exploration/Goal Setting

1. Visit all English classes (9-12) or other subjects in which the entire grade level can be exposed, and work with students on the following: update CFNC accounts; update career development plans; LSI update; take a career interest inventory; portfolio updates (e.g. awards, test scores, community service); and match "Career to College to Degrees" to Job Outlook (9-12)
2. Organize cluster based career fairs (9-12)
3. Involve students in industry internships as well as community volunteering and service projects (9-12)
4. Organize virtual/face-to-face college tours (2yr/4yr) (9-12)
5. Coordinate with local community college for college fair and college reps in classrooms (9-12)
6. Establish a career awareness Speakers Bureau (9-12)
7. Utilize O\*Net (9-12)
8. Partner with Community College in sponsoring a learning about careers event for students and parents (9-12)
9. Encourage membership in CTSO's (9-12)
10. Provide virtual and face-to-face job shadowing opportunities (10-12)
11. Begin college application process (11-12)
12. Host financial aid workshops (11-12)

# Developing a Career Counseling Plan

Select age appropriate activities for each of the four areas

**Career Guidance and Counseling Strategies Worksheet**

|   |       |  |       |
|---|-------|--|-------|
| <u>Self-Awareness</u>                                       | Grade | <u>Career Awareness/Exploration/Goal Setting</u> | Grade |
| <u>High School Course Selection/Post-Secondary Planning</u> | Grade | <u>Personal/Employability Skills Development</u> | Grade |

2

# Developing a Career Counseling Plan

Middle school and high school counselors, and career development coordinators collaborate in developing a comprehensive and seamless plan (see next slide)

## High School Career Development Plan

School \_\_\_\_\_ School Year \_\_\_\_\_ Date Plan Submitted \_\_\_\_\_ Date Activity Documentation Submitted \_\_\_\_\_

| Focus  | Gr. | Planned Activities<br>Activity | Gr. | Activities Completed  |                  |                |
|--|-----|--------------------------------|-----|---|------------------|----------------|
|  |     |                                |     | Activities completed by at least 75% of the students at a grade level | No. Participated | Date Completed |
| Self-Awareness   |     |                                |     |   |                  |                |
|  |     |                                |     | Activities completed by less than 75% of grade level                  |                  |                |
| Career Awareness, Exploration, and Goal Setting          |     |                                |     |   |                  |                |
|  |     |                                |     | Activities completed by less than 75% of grade level                  |                  |                |
| High School Course Selection and Post-Secondary Planning |     |                                |     |   |                  |                |
|  |     |                                |     | Activities completed by less than 75% of grade level                  |                  |                |
| Personal and Employability Skills Development            |     |                                |     |   |                  |                |
|  |     |                                |     | Activities completed by less than 75% of grade level                  |                  |                |

Counselor signature Plan - \_\_\_\_\_ Date \_\_\_\_\_

Counselor signature Documentation - \_\_\_\_\_ Date \_\_\_\_\_

# Counselor Retreat

YOU ARE INVITED...  
Guidance Retreat

Purpose: to examine how  
Pathways to Prosperity  
can support your job  
descriptions and  
evaluation instruments

November 20, 2014  
9:00-3:30 (lunch included)  
Eastern 4-H Environment Education  
Conference Center  
100 N. Clover Way, Columbia, NC 27925

## THE AGENDA

Opening  
Review of Your Job  
Description and Evaluation  
Instrument  
Introduction to Pathways to  
Prosperity  
How Pathways Can  
Support Your Work  
Collaboration and  
Networking Time  
Yearly Plan Development

## WHO IS INVITED

Career Development Counselors  
Middle and High School Counselors  
Instructional Management Coordinators  
Student Service Directors  
Administrators  
CTE Directors  
Interested Community College Counselors

## DETAILS

Please contact your local CTE Director to register.  
Payment for your attendance will be made available  
through your local CTE director.  
LEA groups are encouraged.

## North Carolina Professional School Counselor & Career Development Coordinator Standards Comparison

| Standards   | School Counselors   | Career Development Coordinators   |
|---|---|---|
| I: Demonstrate Leadership, Advocacy, and Collaboration  | a. Demonstrate leadership in the school<br>b. enhance the counseling profession<br>c. advocate for <b>schools</b> and students<br>d. demonstrate high ethical standards   | a. Demonstrate leadership in the school, <b>district and</b><br>b. enhance their profession (staying current in<br>research and best practices)<br>c. advocate for their <b>programs</b> and students<br>d. demonstrate high ethical standards (ethical behaviors)  |
| II: Promote A Respectful Environment for A Diverse Population of Students   | a. foster a school environment in which each child<br>has a <b>positive, nurturing relationship with caring adults</b><br>b. embrace diversity in the school community and<br>in the world<br>c. <b>treat students as individuals</b><br>d. recognize students are diverse and adapt their<br>services accordingly<br>e. work collaboratively with the families and significant<br>adults in the lives of students                                | a. foster a school environment in which students have<br>positive, nurturing relationships with caring adults<br>b. embrace diversity in the school community and<br>in the world<br>c. <b>treat students as individuals</b><br>d. adapt their services to accommodate diverse<br>student populations<br>e. work collaboratively with the families and significant<br>adults in the lives of students                                     |
| III: Understand and Facilitate the Implementation of A Comprehensive School Counseling/Career Development Program | a. align their program to support student success in<br>the North Carolina Standard Course of Study<br>b. understand how their professional knowledge and<br>skills <b>support and enhance student success</b><br>c. recognize the interconnectedness of the<br>comprehensive school counseling program with academic<br>content areas/disciplines<br>d. develop comprehensive <b>school counseling</b> programs<br>that are relevant to students | a. align their program to support student success in<br>the North Carolina Standard Course of Study<br>b. understand how their professional knowledge and<br>skills <b>support and enhance student success</b><br>c. recognize the interconnectedness of the<br>comprehensive school counseling program with academic<br>content areas/disciplines<br>d. develop comprehensive <b>career development</b><br>programs relevant to students |
| IV: Promote Learning for All Students   | a. know how students learn<br>b. plan their programs for the academic, career,<br>and personal/social development of all students<br>c. <b>use a variety of delivery methods</b><br>d. <b>help students develop critical thinking and<br/>                     problem-solving skills</b><br>e. use and promote effective listening and<br>communication skills   | a. know how students learn (understand the teaching<br>and learning process and how it impacts students)<br>b. <b>help student sdevelop employability skills</b><br>(assist all students with developing academic, career, and<br>personal/social skills)<br>c. use and promote effective listening and<br>communication skills   |
| V: Actively Reflect on Their Practice   | a. analyze the impact of the <b>school counseling<br/>                     program</b><br>b. link professional growth to the needs of their<br>school and their program goals<br>c. function effectively in a complex dynamic<br>environment  | a. analyze the impact of the <b>career development<br/>                     program</b><br>b. link professional growth to the needs of their school<br>and their program goals<br>c. function effectively in a complex dynamic<br>environment   |

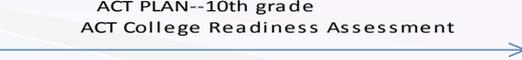
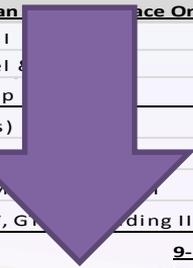
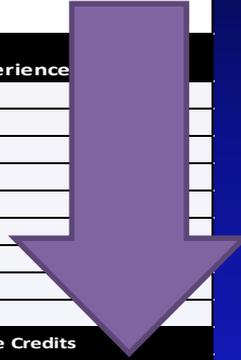
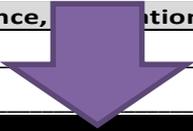
# 5. Articulation and Coordination

**Cluster: Manufacturing** Pathways: **Production; Maintenance, Installation, and Repair**

This Career Pathway can serve as a guide, along with other career planning materials, as students continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each student's educational and career goals. 28 credits needed for graduation.

Student Name: \_\_\_\_\_  
 Grade: \_\_\_\_\_  
 School Name: \_\_\_\_\_

|                   |  | Gr.8   | Gr.9               | Gr.10  | Gr.11   | Gr.12      | Workbased Learning Experience   |                         |   |                               |
|-------------------|--|--|--------------------|--|---|------------|---|-------------------------|---|-------------------------------|
| Academic          | Language Arts  |  | English I          | English II   | English III   | English IV | Skills USA  |                         |   |                               |
|                   | Math   |  | Math I             | Math II  | Math III  | Math IV    | CTE Internships   |                         |   |                               |
|                   | Science  |  | Earth Science      | Biology  | Physical Science  |            | Job Shadowing   |                         |   |                               |
|                   | Social Studies   |  | World History      | Amer. Hist. I/II   | Civics/Economics  |            | Field Trips   |                         |   |                               |
|                   | Other  |  | Health/PE          |  |   |            | Classroom Speakers  |                         |   |                               |
|                   |  | Students planning to attend a 4 year university should take two levels of the same foreign language. |                    |  |   |            |   |                         |   |                               |
|                   |  | Electives--Students choose from CTE Foundation & Enhancement options below.                          |                    |  |   |            |   |                         |   |                               |
| CTE-Preparation   | Foundation   | <b>Complete minimum of 4 courses to earn CTE Concentrator Status—one must be starred * course</b>    |                    |  |   |            |   |                         |   |                               |
|                   |  | <b>Foundational Options (or their CCP Equivalents)</b>   |                    |  |   |            |   |                         |   |                               |
|                   |  | Welding I, II*III  |                    |  | Electrical I,II*  |            |   |                         | <b>Optional Articulated College Credits</b> |                               |
|                   |  | Cabinetmaking I, II*, III  |                    |  | Electronic I, II*   |            |   |                         |   |                               |
|                   |  | Metals Manufacturing I, II*  |                    |  | Project Management I, II*, III  |            |   |                         |   |                               |
|                   | Intro to Trades & Industrial Education   |  |                    | Advanced Manufacturing I, II*                            |   |            |   |                         |   |                               |
|                   | Welding I  |  |                    | WLD Cutting Processes                                    |   |            |   |                         |   |                               |
|                   | Enhancement  | <b>Students Can Earn One Foundation Course Above with Enhancement Course</b>                         |                    |  |   |            |   |                         |   |                               |
|                   |  | Ag Mechanics I   |                    |  | Microsoft Word & Powerpoint   |            |   |                         | Welding II                                  | WLD 121 GMAW (MIG) PCAW/Plate |
|                   |  | Microsoft Excel & Word   |                    |  | Personal Finance  |            |   |                         | Welding III                                 | WLD 122 GMAW (MIG) Plate/Pipe |
| Apprenticeship    |  |  | Drafting I         |  | See state cluster doc for other options   |            | Cabinetmaking I & II  | CAB 111 Cabinetmaking I |   |                               |
| CRC (WorkKeys)    |  |  | ETA EM1-Electron I |  | See state credentials by course document for credentials related to Metals Manufacturing I, II. |            | Metals Manufacturing I & II   | BPR 111, MAC111,MAC151  |   |                               |
| Credentials       | OSHA 10 h  |  |                    | ETA EM4-Electron II                                      |   |            |   | Electrical I & II       | ELC 113 Basic Wiring I                      |                               |
|                   | SMAW and GMAW  |  |                    | ETA EM2-Electron III                                     |   |            |   | Electronics I & II      | ELC 112 and ELC126 or EGR 131               |                               |
|                   | SMAW ,GMAW, GTAW   |  |                    |  |   |            |   |                         |   |                               |
|                   | SMAW ,GMAW, GTAW Welding III   |  |                    |  |   |            |   |                         |   |                               |
| Career Counseling | <b>8th Grade</b>   |  |                    | <b>9-12th Grade</b>                                      |   |            | <b>Career Diploma Endorsement Requirements</b>                                      |                         |   |                               |
|                   | Exploring Career Decisions<br>ACT Explore<br>Career counseling plans grades 8 - 14 |  |                    | ACT PLAN--10th grade<br>ACT College Readiness Assessment |   |            | CTE Concentrator Status<br>2.6 Unweighted GPA<br>Minimum of one industry credential |                         |   |                               |





COLLEGE OF



College of The  
Albemarle

## Welding Technology Diploma

Elizabeth City Campus

Career Pathway  
Plan of Study

### Career Opportunities

- Apprenticeship
- Construction
- Manufacturing
- Metalwork Industry
- Fabrication
- Quality Control and Supervision
- Self Employment

Opportunity Changes Everything



College of The  
Albemarle

# Welding Technology Diploma Career Pathway Plan of Study

To learn more, call College of The Albemarle's Student Success Center at 252-335-0821 extension 2290.

 — High School Course

 — College Course

Students learn the science, technology and applications essential for employment in the welding industry. Topics includes:

- Consumable and non-consumable electrode welding and cutting
- Blueprint reading
- Metallurgy
- Welding inspection
- Destructive and non-destructive testing

The program is offered at COA's Elizabeth City Campus. A Certificate in Welding program is offered at our Dare Campus.

**2012 Median Pay : \$36,300 per year / \$17.45 per hour \***

**2012-2022 Job Increase Outlook: 6% \***

\* US Department of Labor

|  | 8 <sup>th</sup> Grade | 9 <sup>th</sup> Grade  | 10 <sup>th</sup> Grade                                   | 11 <sup>th</sup> Grade  | 12 <sup>th</sup> Grade   | College of The Albemarle<br>Elizabeth City Campus   |
|--|-----------------------|--|--|---|--|---|
| Academics                                  | English               | English I  | English II   | English III   | English IV   | <b>Fall</b><br>WLD 110 (Welding) *<br>WLD 112 (Welding) *<br>WLD 115 (Welding) *<br>WLD 121 (Welding) *<br>COM 101 (Communications)<br>BPR 111 (Blue Print Reading) |
|  | Math                  | Math I   | Math II  | Math III  |  |   |
|  | Science               | Earth Science Course   | Biology  | Chemistry   |  |   |
|  | Social Studies        | World History  | Civics   | American History I/II   |  |   |
|  | Health/PE             | Health/PE  |  |   |  |   |
| Additional Career and College Promise      |                       |  |  | WLD 110 (Welding)<br>WLD 112 (Welding)<br>WLD 115 (Welding)<br>WLD 121 (Welding)<br>WLD 131 (Welding) | <b>OR</b><br>WLD 110 (Welding)<br>WLD 112 (Welding)<br>WLD 115 (Welding)<br>WLD 121 (Welding)<br>WLD 131 (Welding) | <b>Spring</b><br>WLD 116 (Welding)<br>WLD 122 (Welding)<br>WLD 131 (Welding) *<br>MAT 110 (Math)<br>WBL 110 or 111 (Work Based Learning)                            |
| Career Counseling and Advisement           | ACT Explore           | NC Career Cluster Guide Activities                                     | ACT Plan   | ACT College Readiness Assessment  | ACT Workplace Readiness Assessment (WorkKeys)  |   |
| Career and Technical Student Organizations |                       | Classroom Speaker<br>Field Trip<br>Participate in Student Organization | Classroom Speaker<br>Participate in Student Organization | Classroom Speaker<br>Field Trip<br>Local Industry<br>Participate in Student Organization              | Internship or Senior Project<br>Participate in Student Organization  | <b>Summer</b><br>WLD 132 (Welding)<br>WLD 141 (Welding)   |

\* Unless Taken in High School

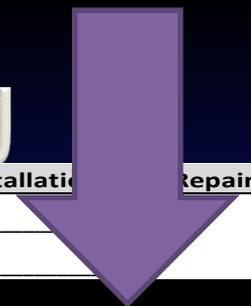
# 6. Work-Based Learning

## Cluster: Manufacturing

## Pathways: Production; Maintenance, Installation; Repair

This Career Pathway can serve as a guide, along with other career planning materials, as students continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each student's educational and career goals. 28 credits needed for graduation.

Student Name: \_\_\_\_\_  
 Grade: \_\_\_\_\_  
 School Name: \_\_\_\_\_



|                   |   | Gr.8   | Gr.9   | Gr.10                          | Gr.11                       | Gr.12   | Workbased Learning Experiences |   |   |                               |
|-------------------|---|--|--|--------------------------------|-----------------------------|---|--------------------------------|---|---|-------------------------------|
| Academic          | Language Arts   |  | English I  | English II                     | English III                 | English IV  | Skills USA                     |   |   |                               |
|                   | Math  |  | Math   | Math II                        | Math III                    | Math IV   | CTE Internships                |   |   |                               |
|                   | Science   |  | an Earth Science   | Biology                        | a Physical Science          |   | Job Shadowing                  |   |   |                               |
|                   | Social Studies  |  | World History  | Amer. Hist. I/II               | Civics/Economics            |   | Field Trips                    |   |   |                               |
|                   | Other   |  | Health/PE  |                                |                             |   | Classroom Speakers             |   |   |                               |
|                   |   | Students planning to attend a 4 year university should take two levels of the same foreign language. |  |                                |                             |   |                                |   |   |                               |
|                   |   | Electives--Students choose from CTE Foundation & Enhancement options below.                          |  |                                |                             |   |                                |   |   |                               |
| CTE Preparation   | Foundation  | <b>Complete minimum of 4 courses to earn CTE Concentrator Status--one must be starred * course</b>   |  |                                |                             |   |                                |   |   |                               |
|                   |   | <b>Foundational Options (or their CCP Equivalents)</b>   |  |                                |                             |   |                                |   |   |                               |
|                   |   | Welding I, II*III  |  |                                | Electrical I,II*            |   |                                |   | <b>Optional Articulated College Credits</b> |                               |
|                   |   | Cabinetmaking I, II*, III  |  |                                | Electronic I, II*           |   |                                |   |   |                               |
|                   | Metals Manufacturing I, II*   |  |  | Project Management I, II*, III |                             |   |                                |   |   |                               |
|                   | Intro to Trades & Industrial Education  |  |  | Advanced Manufacturing I, II*  |                             |   |                                |   |   |                               |
|                   | Enhancement   | <b>Students Can Opt to Replace One Foundation Course Above with Enhancement Course</b>               |  |                                |                             |   |                                |   |   |                               |
|                   |   | Ag Mechanics I   |  |                                | Microsoft Word & Powerpoint |   |                                |   | Welding I                                   | WLD Cutting Processes         |
|                   |   | Microsoft Excel & Access   |  |                                | Personal Finance            |   |                                |   | Welding II                                  | WLD 121 GMAW (MIG) PCAW/Plate |
|                   |   | Apprenticeship   |  |                                | Drafting I                  |   |                                |   | Welding III                                 | WLD 122 GMAW (MIG) Plate/Pipe |
| Credentials       | CRC (WorkKeys)  |  |  | ETA EM1-Electron I             |                             |   |                                | See state credentials by course document for credentials related to Metals Manufacturing I, II. | Cabinetmaking I & II                        | CAB 111 Cabinetmaking I       |
|                   | OSHA 10 hour-Welding I  |  |  | ETA EM4-Electron II            |                             |   |                                |   | Metals Manufacturing I & II                 | BPR 111, MAC111,MAC151        |
|                   | SMAW and GMAW-Welding II  |  |  | ETA EM2-Electron III           |                             |   |                                |   | Electrical I & II                           | ELC 113 Basic Wiring I        |
|                   | SMAW ,GMAW, GTAW-Welding III  |  |  |                                |                             |   |                                |   | Electronics I & II                          | ELC 112 and ELC126 or EGR 131 |
| Career Counseling | <b>8th Grade</b>  |  | <b>9-12th Grade</b>                                      |                                |                             |   |                                |   |   |                               |
|                   | Exploring Career Decisions<br>ACT Explore<br>Career counseling plans grades 8 - 14+ → |  | ACT PLAN--10th grade<br>ACT College Readiness Assessment |                                |                             | <b>Career Diploma Endorsement Requirements</b><br>CTE Concentrator Status<br>2.6 Unweighted GPA<br>Minimum of one industry credential |                                |   |   |                               |

# Continuum of Learning

- ▶ Explore
- ▶ Expose
- ▶ Enhance
- ▶ Experience
- ▶ Empower and Employ

|                                  |
|----------------------------------|
| Job Shadows                      |
| Guest Speakers                   |
| Co-Teaching                      |
| Career Fairs/Expos               |
| Career Focused Field Trips       |
| Service Learning Projects        |
| Work-Based Learning Projects     |
| Career based graduation projects |
| Capstone Class Projects          |
| Internships                      |

# 7. Multiple Entry and Exit Points

- ▶ Each Agency adds on and off ramps
  - K–12 education
  - Community Colleges
  - Colleges and Universities
  - Workforce Development
  - Employers
  - Intermediary Agencies

# Interagency networking opportunities

- ▶ Leadership Council (before and after meeting conversations)
- ▶ WDB staff and CTE directors meeting to discuss opportunities to collaborate
- ▶ NE Community College Pathways Partnership (meetings include university reps, CTE coordinator, WDB directors)



# 8. Evaluation

- High School Data Collection
  - Career Guidance (per grade/75% participation)
  - Credentials (disaggregated)
  - Business engagement (disaggregated)
  - Concentrator Information by Pathway
  - College and Career Promise Information by course

| 11 Pathways to Prosperity Progress Measures  |  |   |  |         |          |          |          |       |     |
|--|--|---|--|---------|----------|----------|----------|-------|-----|
| 12 School/System   |  | 2013-2014 (Baseline)  |  |         |          |          |          |       |     |
| 13   |  | Grade 7   | Grade 8                                      | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |     |
| 14 Enrollment per grade  |  | 576   | 589  | 592     | 499      | 488      | 434      | 3178  |     |
| 15   |  |   |  |         |          |          |          |       |     |
| 16 Career Guidance   |  | Number that participated in the activity by grade level (2012-2013) |  |         |          |          |          |       |     |
| 17 (List career guidance activities in which 75% or more of a grade level participated)                              |  | Grade 7   | Grade 8                                      | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |     |
| 18 8th Grade Career Exploration and pathway guidance   |  |   | 100%   |         |          |          |          |       |     |
| 19   |  |   |  |         |          |          |          |       |     |
| 20   |  |   |  |         |          |          |          |       |     |
| 21   |  |   |  |         |          |          |          |       |     |
| 22   |  |   |  |         |          |          |          |       |     |
| 23   |  |   |  |         |          |          |          |       |     |
| 24   |  |   |  |         |          |          |          |       |     |
| 25   |  |   |  |         |          |          |          |       |     |
| 26 Credentials   |  | 2013-2014 (Baseline)  |  |         |          |          |          |       |     |
| 27 Career Readiness Credential   |  |   |  |         |          |          |          |       |     |
| 28 Total number of students in grade 12 that have achieved a CRC   |  |   |  |         |          |          |          | Total |     |
| 29   |  |   | Bronze                                       |         |          |          |          | 46    |     |
| 30   |  |   | Silver                                       |         |          |          |          | 92    |     |
| 31   |  |   | Gold   |         |          |          |          | 19    |     |
| 32   |  |   | Platinum                                     |         |          |          |          | 0     |     |
| 33   |  |   | Total CRCs earned by students in grade 12    |         |          |          |          |       | 111 |
| 34 Total number of students in grades 9-11 that have achieved a CRC  |  |   |  |         |          |          |          |       |     |
| 35   |  |   | Bronze                                       |         |          |          |          |       |     |
| 36   |  |   | Silver                                       |         |          |          |          |       |     |
| 37   |  |   | Gold   |         |          |          |          |       |     |
| 38   |  |   | Platinum                                     |         |          |          |          |       |     |
| 39   |  |   | Total CRCs earned by students in grades 9-11 |         |          |          |          |       | 0   |
| 40   |  |   |  |         |          |          |          |       |     |
| 41 Industry Credentials Achieved (list each credential on a separate line with the number achieved this school year) |  |   |  |         |          |          |          | Total |     |
| 42 see attached spreadsheet-Industry Credentials Earned 2013-2014 BCS  |  |   |  |         |          |          |          |       | 984 |
| 43   |  |   |  |         |          |          |          |       |     |
| 44   |  |   |  |         |          |          |          |       |     |
| 45   |  |   |  |         |          |          |          |       |     |

# Community College Metrics

- ▶ **Work-based learning experiences** (disaggregated by career cluster and/or pathway)
- ▶ **Community college completer** (certificate, diploma, degree) employment data
- ▶ Career Readiness and industry credentials earned
- ▶ NC Career and College Promise Courses Completed (both technical and college transfer)
- ▶ Pathway retention rates – Number enrolled vs. number who achieved certificate, diploma, degree, industry certification
- ▶ The number of employers providing TBS\* related work-based learning experiences to students during the 2014–15 school year
- ▶ The number of students who experienced a TBS related work-based learning opportunity during the 2014–2015 school year
- ▶ The number of TBS programs in which students earned certificates, diplomas, and/or associate science degrees during the 2014–2015 school year
- ▶ The number of students who earned TBS certificates, diplomas, and/or associate science degrees during the 2014–2015 school year

Eventually

2014–15

\*TBS = Targeted Business Sector

# WDB Metrics

- The number of clients **enrolled in TBS\* pathway** at a community college (PY 2014)
- The number of clients who **earned a TBS credential** (PY 2014)
- The number of clients **employed in a TBS field** (PY 2014)
- The number enrolled in a **high school diploma program**
- The number enrolled in a **GED program**
- The number enrolled in a **TBS pathway at a community college**
- The number enrolled in **pathways other than TBS**

Adult Clients

Youth Clients

\*TBS = Targeted Business Sector

# Collaboration Reminders

Agree or Disagree?

***Collaboration is  
hard work!!***

# Collaboration Reminders

It is often easier  
and more desirable  
to work in our own  
box!



# Collaboration Reminders

Gwyn Teatro defines collaboration as --

“The act of coming together and working with another, or others, to create something that goes beyond the ability of one person to produce.”

# Collaboration Reminders

Randy Nelson, Dean of Pixar University  
describes collaboration as

**“co-operation on steroids”**

# Collaboration Reminders

Gwyn Teatro --

- ▶ “The bottom line for me is that collaboration is hard.
- ▶ Its success depends on **making the work more important** than any one individual.
- ▶ It asks us to **subordinate our desire to compete with others** and instead find personal satisfaction in the joint effort.

# Collaboration Reminder

“But, done well, collaborative efforts produce some pretty amazing, and very successful things.”



That's why it's worth it to get out of our boxes!!

# Collaboration in Action



# Questions and Comments

