Developing High Quality CTE Programs through Business Engagement: Facilitator’s Guide
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Introduction

In 2012, NCDPI’s Career and Technical Education (CTE) Division published a handbook titled “Developing High Quality CTE Programs through Business Engagement.” The publication was designed to assist CTE Directors with developing partnerships and advisory councils to engage business and industry in public education. Expanding upon that concept, Harvard Graduate School of Education and Jobs for the Future enlisted the CTE Division in its project “Pathways to Prosperity” to further enhance strategic partnership activity and provide clear “pathways” for students from high school to the workforce. Designed to act as a guide for implementing the processes discussed in both publications, this guide is intended to aid administrators and facilitators as they prepare students for post-secondary opportunities and eventually the workforce in a global economy through the following means:

- Access to curricula that support community and industry needs
- Defined courses of study
- Credential opportunities
- Formal, articulated inclusion in work-based learning opportunities
- Targeted, strategic career information, advisement, exploration, and skill development

While this publication is meant to help with implementation of processes, it is not meant to be an exhaustive list of procedures or initiatives. An implementation team is encouraged to adapt the processes listed herein to the needs of the stakeholders and geographic area.

Asset Mapping

In the “Pathways to Prosperity” process, identifying key stakeholders to participate in the asset mapping process is critical in efforts to join the business community with the educational community. A cross-agency approach is best when looking at potential stakeholders. Some examples of stakeholders to include in the interview process are listed below:

- Chambers of Commerce
- Representative area employers, including industry sector representatives
- Employment Security Commission
- Economic development agencies
- Workforce development boards
- Community organizations

“When public agencies are stuck in their silos of workforce development, education and training, and social services, they will find it difficult to meet current and future labor market demands.”
(Career Pathways Toolkit) p. 14
Secondary and post-secondary educational representatives

Potential Interviewees

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An invitation (see sample) to participate in the asset mapping process should be sent to key stakeholders once they are identified.

Asset Mapping Invitation Sample

(Date)

Valued Stakeholder,

In February 2011, Harvard Graduate School of Education (HGSE) released the report, *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*. The report calls for an intensive effort on the part of employers, educators, and government leaders to build pathways that link work and learning and are aligned with regional labor market demand.

In response to the report, *(Your School System)* will convene teams of key stakeholders from education, business, and government to build career pathways aligned with high-growth sectors of the regional economy that combine rigorous academics with powerful technical education. To begin this effort, *(Your School System)* will undertake an asset mapping process. This process sets the stage for local collaboration to create stronger career pathways for young people by assessing gaps, strengths, challenges and opportunities to be considered by our leadership team as we plan and begin to build our pathways system.

You have been identified as a key stakeholder and contributor and would like to invite you to participate in the input gathering process. **Would you be willing to participate in a one-on-one 45 minute interview with representatives from our leadership team?** Interviews will take place on:

(Date)
(Time)
(Location)

Please let me know as soon as possible if you are willing to participate in the interview process. I can be reached at *(phone number)* or *(email address)*. The information you provide will be invaluable to the asset mapping process. For further information or if you have additional questions, please do not hesitate to contact me.

Sincerely,

*(LEA Representative)*

cc *(Superintendent, Your School System)*
Asset mapping interviews may occur privately between a facilitator and each stakeholder or discussion can be held in an open meeting. The format should encourage participation and each stakeholder should have a voice.

A SWOT (Strengths, Weaknesses, Opportunities for Growth, and Threats to Accomplishment) analysis is a functional way to evaluate the information gathered during asset mapping and is a structured method for disseminating findings.

**Asset Mapping Assessment Topics and Research Questions**

Harvard University and Jobs for the Future provide specific questions to consider during the asset mapping process. Protocols for each interview may include only a few of these questions based on the interviewee’s background and time available.

**Determining Employer Champions:**

- What business, civic and non-profit organizations have played significant leadership roles?
- What initiatives have engaged employers in the region’s education and training systems (including non-profit and public sector employers)? What are their outcomes or current status?
- What individual leaders and companies have “led the charge,” recruited their peers, contributed resources, or otherwise shown a commitment to prepare young people for work and careers?
- What motivations drove these leaders and other employers’ participation in these initiatives? Do any have a strong apprenticeship or internship heritage?
- What challenges did the initiatives and employer champions encounter? What supports, policies or conditions would have helped them succeed?

**Determining the Sector Demand for Young Workers:**

- What industry sectors and occupations have the potential to increase employment opportunities for youth and competitiveness for employers, according to labor market data?
- Industry and Occupational Demand:
  - What industries have the most potential for job growth?
  - What occupations are likely to be gained and lost in the future?
- Skills Demand:
  - How will the demands for skills change in the future (e.g. skills for new products, technology, quality control, export requirements)?
- Overall Workforce Supply:
  - What are the demographics of the labor force?
  - What are the outputs of postsecondary education and training providers?
- Supply/Demand Dashboard and Analysis:
  - How does supply compare to demand in the sectors that present opportunities for young workers?

**Determining Key Intermediaries (Partnership Organizations):**

- What umbrella organizations represent the business community and how are they organized and which are strongest (e.g. chamber, sector association, leadership group)?
- What organizations play roles as intermediaries between employers, secondary and post-secondary education and training providers? Who is helping align programs with labor market demand?
● What is their experience working with community colleges and public schools? What are their strengths and weaknesses? What would they need to function more effectively?

● What intermediary functions are not being filled by anyone in your region (e.g. employers to high schools, employers to community colleges or universities, high schools to colleges and technical schools, educators to economic developers)?

Determining Current Education and Training Capacity: Middle and High Schools:

● What is the kind and extent of career advising and provision of information about the labor market and at what grade level does it begin?

● What technical training is offered in middle and high schools (career academies, career center, career clusters, theme oriented learning communities)?

● How do students interact with employers through internships, job shadowing, service learning?

● Are there Career and College Promise opportunities? Local and state articulation opportunities?

● Are there explicit initiatives to integrate career readiness, career training and core academic competencies (as Linked Learning and High Schools that Work intend to do)?

● What CTE courses are available? Pathways? Clusters?

● Are credentialing opportunities offered to students?

● What is the difference in high school completion rates for students in CTE versus other pathways? What are the differences in postsecondary entrance and completion?

● What political dynamics in the school board, community and parent groups affecting support for (or opposition to) career-oriented education?

Determining Current Education and Training Capacity: Community Colleges:

● What education institutions are particularly effective or committed to career-oriented education and alignment with labor market needs? Which ones have the strongest reputation for meeting employer needs?

● What is working well in terms of: a) designing and aligning training to meet employer demand, b) offering career guidance and recruiting students to career programs, c) creating work-based learning opportunities, and d) helping students to get hired?

● How do the colleges monitor and respond to changes of skills in demand and engage employers in training design?

● How do employers help or hinder their efforts to prepare young people for careers?

● What barriers do providers encounter in accomplishing these goals?

● What policies or resources help or hinder their efforts?

● How are institutions monitored and held accountable for quality and employment outcomes?

Determining Cross-System Collaboration:

● To what extent is each set of education and training institutions (or individual institutions) collaborating with other segments of the education and training pipeline? Is there a formal committee and how is it functioning?

● Who are the leaders and champions for collaboration?

● What are the institutions’ challenges to collaborating across systems?

● What successful cross-system collaboration has occurred in the past?

● How are employer or economic development groups supporting collaboration among the institutions that make up the pipeline?

● What political dynamics are affecting support for (or opposition to) career-oriented education as opposed to the transfer function of community colleges?
• What forms of leadership and resources would be needed to build strong collaboration between the stakeholders?
• What longitudinal data is being collected to study and link the high school, college and workforce outcomes of students? What systems or resources are still needed to collect longitudinal data for these outcomes?

Determining Funding and Return on Investment:

• What sources of funding are supporting career-oriented training for high school-age young people in this community/region?
• How are those sources being spent and with what organizations? How does the Workforce Investment Board spend its funding for youth?
• What are the major outcomes of that spending?
• How are these streams of funding aligned? (To what extent is information shared among funders, and are the strategies adjusted to complement one another?)?
• In what ways are these funding streams oriented to the needs of employers in the region?

Determining Policy and System Recommendations:

• What are the major state, regional, or city initiatives to enhance job growth and opportunities for young worker training and advancement?
• How do policy, legal, and regulatory factors influence employers’ decisions to hire and train new younger workers?
• How can training organizations be encouraged to understand and meet employer demand?
• How can the quality of career education programs be improved?
• How else can responsiveness and communication with employers be strengthened?

Once stakeholders have given their input, the results should be compiled, evaluated, and combined with the information gleaned from the labor market data research.

Using Labor Market Data

Regional labor market data is a topic of interest to the stakeholders and should be shared at initial meetings. In addition to the information obtained in the interview process, this data will become a driving force in deciding how to proceed. The North Carolina Department of Commerce Division of Employment Security has a wealth of

For example, under the **Information Access Tools** section, a customized [Workforce In-Depth Report](#) may be created by County, Workforce Development or Economic Development region.

[O*NET](#) allows a user to browse groups of similar occupations to explore careers. A customized search may include: Bright Outlook, Career Cluster, Green Economy Sector, Industry, Job Family, Job Zone and STEM Discipline.

The [Demand Driven Data Delivery System](#) allows easy focused access to the five Bureau of Labor Statistics (BLS) programs, Local Area Unemployment Statistics (LAUS), Current Employment Statistics (CES), Quarterly Census of Employment and Wages (QCEW), Occupational Employment Statistics (OES), and Announced Business Closings and Permanent Layoffs. These programs include data about the labor force, industry employment and wages, occupational wages and business closings.

Under the **Industry Information** section, [North Carolina Industry projections](#) are identified and provide current and long term industry projections, North Carolina’s Fastest Growing Occupations and Top Jobs projections for Workforce Development Board areas. Current projections may be customized by geographic location and include information such as : Employment by Major Industry Group, Employment by Occupational Group, Annual Average Opening by Occupational Group, Fastest Growing Occupations by Job Growth, Fastest Declining Occupations by Job Growth, Fastest Growing Occupations by Percentage Change and Occupational Employment and Annual Average Job Needs.

> Using findings from the labor market analysis, teams choose industry sectors within which articulated career pathways can be built.”
> ([Career Pathways Toolkit](#)) p. 24

Addressing emerging labor market growth is important to all regions and may impact the initiatives in which the stakeholders decide to invest.

**Identifying the Target Industry**

Results of the asset mapping process will provide foundational information for the school system to determine the target industry to be addressed during the strategic planning phase of this process. Once the target industry is selected, multiple representatives from the identified industry should be invited to participate in the strategic planning process.
Developing the Strategic Planning Team

The broad goal of convening stakeholders is to discuss the preparation of students for post-secondary and career opportunities. Each stakeholder should be prepared to articulate what resources or contributions their organization or entity is willing and able to make toward the goal of preparing students. At initial meetings, stakeholders should consider what roles they are prepared to play in future collaborations and be realistic about their availability as they commit to further engagement. It may also be necessary to appoint an intermediary or facilitator to move discussions forward and take ownership of communication among stakeholders.

It is suggested the strategic planning committee be comprised of 40% representation from the identified industry, 30% representation identified as intermediaries (Workforce Development Boards, Economic Development, Civic Organizations, Employment Security Commission, Chamber of Commerce and other government agencies), and 30% representation from educational organizations (LEA, Community College and four-year institutions).

Summary of Key Steps

Engage a team of cross-agency partners at the local level

Establish a

Defining the Team Members and their Roles

As the committee forms and facilitators are named, the function of the group must be defined. The underlying goal of preparing students to enter the workforce should be refined and strategies must be developed to achieve emerging goals. Now the committee is ready to use the Asset Mapping information, SWOT analysis, and labor market data to refine its purpose and create strategies to accomplish its goals. The composition of the committee may morph once again as goals and strategies are created. Members who are critical in implementing emerging strategies may join the group, as others’ roles become marginal. Remember, the process of creating the committee is fluid and can be adapted to meet the developing goals. It is always important that the committee
represent a cross-section in terms of gender, race, occupation, and socio-economic status and be representative of the community at large.

Each committee member must be able to articulate his/her function in accomplishing the set goals and implementing strategies to achieve the goals. Since members may play multiple roles, it is important that each representative member see the benefit to their organization or business and the overall community in addition to how they advance the committee’s goals.

What types of goals should the group set? What kinds of strategies should the group employ? These will vary with the region and the group’s purposes. A series of levers, discussed later in this document, can be used to guide goal setting and strategy development.

An invitation (see sample) to participate in the strategic planning process should be sent to key stakeholders once they are identified.
Strategic Planning Team Invitation Sample

(Date)

Valued Stakeholder,

In February 2011, Harvard Graduate School of Education (HGSE) released the report, *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*. The report calls for an intensive effort on the part of employers, educators, and government leaders to build pathways that link work and learning and are aligned with regional labor market demand.

In response to the report, *(Your School System)* will convene teams of key stakeholders from education, business, and government to build career pathways aligned with high-growth sectors of the regional economy that combine rigorous academics with powerful technical education. To begin this effort, *(Your School System)* completed an asset mapping process. This process sets the stage for local collaboration to create stronger career pathways for young people by assessing gaps, strengths, challenges and opportunities to be considered by our leadership teams as we plan and begin to build our pathways system.

You have been identified as a key stakeholder and contributor and would like to invite you to participate in the **strategic planning process**. Our first planning meeting will be:

(Date)
(Time-lunch will be provided)
(Location)

Please let me know as soon as possible if you are willing to participate in the **strategic planning process**. I can be reached at *(phone number)* or *(email address)*. The information you provide will be invaluable to the direction of our program. For further information or if you have additional questions, please do not hesitate to contact me.

Sincerely,

*(LEA Representative)*

*cc (Superintendent, Your School System)*
# Strategic Planning Team Members

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Planning and Conducting Quality Meetings

Once a committee is convened, it is imperative to provide a structured, focused, outcome-oriented meeting to ensure effectiveness of the partnership.

1. Identify target industry sector that should be the focus (determined from asset mapping process).

2. Articulate the need to the team and provide further background information from the asset mapping process to provide a foundation for input and decision-making. For example, if determining an implementation of a sequence of CTE courses, it is important for the committee to understand the courses available. Other foundational information may include economic development data, labor force needs, etc.

3. Establish a purpose that is results-oriented. Discuss ways to address the need and utilize foundational information as it relates to best practices, data and research.

4. Develop a chairperson for each sub-committee to facilitate discussion.

5. Develop and record a consensus of recommendations to address the need.

6. Present to leadership for consideration.

7. Implement a plan of action.

8. Assess the program of work.
Planning the Meetings
(90 minute lunch meetings are suggested)

Meeting #1:

- Welcome and introduction from Superintendent
- Introduction of team members
- Purpose and objective
- Overview of Career and Technical Education Program
- Provide Pathways to Prosperity Report (Suggest participants read before next meeting)
- Overview of Pathways to Prosperity process
- Asset mapping results
- Identified industry target sector on which to focus
- Questions
- Preview of next meeting
- Adjournment

Meeting #2:

- Welcome and review of previous meeting
- Review of purpose and objective
- Divide into predetermined teams (committee chairs should be predetermined to facilitate discussion)
- Provide each group with materials as described on page 16
- Give detailed instructions
- Teams discuss and begin creation of Strategic Plan
- Committee Reports

Meeting #3:

- Welcome and review of previous meeting
- Review of purpose and objective
- Teams will continue and complete the work started during the 2nd meeting and update current status of the implementation of strategic action steps (if applicable).
- Committee Reports

Meeting #4:

- Welcome and review of previous meeting
- Review of purpose and objective
- Provide members with a completed Work Plan (including all four levers) and current status of the implementation of strategic action steps.
- Each team should complete the Assessing the Work Plan document
- Committee Reports
- Celebrate accomplishment
*Team members should continue to be updated periodically as the work plan is implemented and results are achieved. This communication may be email, newsletter, invitation to related events, etc.
A common process for developing a clear and concise plan of action is through the development of SMART goals. SMART goals are Specific, Measurable, Attainable, Results-Oriented and Timely.

**Specific:** What are the specific needs that must be addressed? This area of need exists where there are the largest gaps between your vision and the current reality.

**Measurable:** How will you know when the goal is accomplished? Establish criteria or benchmarks to measure your progress towards the attainment of the goal.

**Attainable:** Goals that are too far out of reach will not motivate the partnership to achieve the goal. Goals should stretch the partnership to reach high levels of success. Unattainable goals will frustrate those involved and produce negative results.

**Results Oriented:** What evidence will you have that your partnership’s program of work positively impacts your Career and Technical Education program?

**Timely:** Without a timeline, there is no sense of urgency to achieve the goal. Timelines must also be attainable and realistic.
Pathways to Prosperity Framework

Overarching Goal: Grade 9-14 Pathways Linked to Local Labor Market Needs

To demonstrate in key regional labor markets that many more young people can complete high school, attain a postsecondary credential with currency in the labor market, and begin a career while leaving open the prospect of further education.

Key Area of Work (Levers):

Once a targeted industry sector is determined to be the focus, the team will develop a strategic plan around the four key areas of work (levers).

Employer Engagement

Employers are committed to providing a continuum of learning opportunities at the workplace throughout the 9-14 career pathway. Employers collaborate with educators and are supported by intermediaries in structuring and managing workplace learning. Employers support students’ transitions into the local labor market.

Career Pathways

High schools and community colleges create 9-14 career pathways with clear structures, timelines, costs, and requirements linking and integrating high school and postsecondary curriculum and aligning both with labor market requirements.

Career Information and Advising System

Starting in the middle grades, students are exposed to a wide range of career options, information, and opportunities to learn about high school and postsecondary courses of study leading to careers. Students engage in a 9-14 continuum of work-based learning opportunities in their chosen career areas. Intermediaries, employers and community-based organizations help young people make informed choices throughout the 9-14 career pathway.

“Convene meetings with employer associations and labor unions to achieve buy-in for the creation of more meaningful WBL programs connected to school curriculum.” (Work-Based Learning Opportunities for High School Students) p. i
Local or regional intermediaries serve as conveners, brokers, and technical assistance providers to schools and employers engaged in building and sustaining career pathways. Intermediaries recruit business, non-profit and public employers and ensure vision is understood and supported by participating leaders. Existing organizations that could carry out intermediary functions include chambers of commerce, workforce training organizations such as workforce investment boards, industry sector or professional organizations (e.g. hospital associations, IT young professionals organization), regional organizations (economic development agencies or county or regional education offices), and community-based organizations. Another option would be to establish a new, built-for-purpose organization or coalition. Intermediary organizations are generally private, not-for-profit entities that receive public and philanthropic funds, and sometimes are built with the sole purpose of carrying out large foundation-funded initiatives.

The intermediary serves as the system’s champion, promoting it to the leadership team, key partner agencies, and the community as a whole.” (Career Pathways Toolkit) p. 21

Developing the Strategic Plan

Materials Needed:

- A poster-size print out of each of the four levers templates (Employer Engagement, 9-14 Pathways, Career Information and Advising, Intermediary Function)
- Handout of complete strategic plan template for each member
- Markers

Length to Complete:  3 hours (Meeting 2 and 3)

How to begin:

1. Strategically divide your committee into four groups. Each group will focus on a specific lever and should have an expertise or knowledge of the specific lever.

2. Provide each group with markers and a poster-size print out of the lever specific to their group. Provide handout of full strategic plan (blank template).

3. **Target Industry.** Each group should enter the predetermined (from asset mapping process) target industry in the appropriate box on their template.

4. Allow each group to become familiar with and discuss their topic of focus (Employer Engagement, 9-14 Pathway, Career Information and Advising, Intermediary Function).
5. **Enabling Conditions.** Discuss and write a brief description of the current environment. This should be based on prior information, the asset mapping process, and the prompts identified in this plan. In other words, where is the group beginning with this topic of focus?

6. **Change Description.** Discuss and write a brief description of the extent of the change expected to have taken place by the end of the school year and at the end of a three-year implementation period.

7. **Impact.** Discuss and write a brief description of the expected results from the first set of change strategies by the end of the school year.

8. **Strategic Action Steps.** Discuss and write a brief description of the strategic action steps needed to enact the strategic change and to measure and distribute its impact, tied to a timeline and defining the responsible parties. Current Status of Strategic Action Steps should be reviewed during future meetings to provide committee members the current status and progress achieved since the prior meeting.

9. **Outcomes Measurements/Results.** Discuss and write a brief description of the qualitative and quantitative measurement(s) to be used to evaluate the effectiveness of the action steps.

10. **Committee Reports.** Allow each group time to report out to the entire group. Group discussion and additional suggestions should be considered during this time.

11. Repeat process at each meeting until complete.
Target Industry: Employers are committed to providing a continuum of learning opportunities at the workplace throughout the 9-14 career pathway. Employers collaborate with educators and are supported by intermediaries in structuring and managing workplace learning. Employers support students’ transition into the local labor market.

Enabling Conditions
A brief description of the current environment—this should be based on your own information, the asset mapping process, and this plan. In other words, where are you starting?

Change Description
The extent of the change expected to have taken place by the end of the school year and at the end of a three-year implementation period.

Impact
Description of expected results from the first set of change strategies by the end of the school year.

Strategic Action Steps
The steps needed to enact the strategic change and to measure and distribute its impact, tied to a timeline and defining the responsible parties.

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<th>Timeline for Implementation</th>
<th>Person(s) Responsible</th>
<th>Current Status of Strategic Action Steps</th>
</tr>
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<table>
<thead>
<tr>
<th>Outcomes Measurements/Results</th>
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</table>
Measurement of the results outlined under the impact section—both qualitative and quantitative outcomes.
**Target Industry:**

**Career Information and Advising System:** Starting in the middle grades, students are exposed to a wide range of career options opportunities to learn about high school and post-secondary courses of study leading to careers. Students engage in a 9-14 continuum of work-based learning opportunities in their chosen career areas. Intermediaries, employers and community-based organizations help young people make informed choices throughout the 9-14 career pathways.

**Enabling Conditions**

*A brief description of the current environment—this should be based on your own information, the asset mapping process, and this plan. In other words, where are you starting?*

**Change Description**

*The extent of the change expected to have taken place by the end of the school year and at the end of a three-year implementation period.*

**Impact**

*Description of expected results from the first set of change strategies by the end of the school year.*

<table>
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</table>

**Outcomes Measurements/Results**

*Measurement of the results outlined under the impact section—both qualitative and quantitative outcomes.*

**Target Industry:**

**Career Pathways:** High schools and community colleges create 9-14 career pathways with clear structures, timelines, costs, and integrating high school and post-secondary curriculum and aligning both with labor market requirements (see sample).

**Enabling Conditions**
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High School Career Cluster: Arts, A/V Technology, and Communications
Community College Degree Pathway: Advertising and Graphics Design

The Arts, A/V Technology and Communications career cluster is focused in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>SS</th>
<th>Required or Recommended Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English I</td>
<td>Math I</td>
<td>Science</td>
<td>World History</td>
<td>Health/PE</td>
</tr>
<tr>
<td>10</td>
<td>English II</td>
<td>Math II</td>
<td>Biology</td>
<td>Civil and Economics</td>
<td>e-Commerce</td>
</tr>
</tbody>
</table>

**Future Ready Core Requirements:**
- English – 4 Units
- Math – 4 Units
- Science – 3 Units
- Social Studies – 4 Units
- Health/ PE – 1 Unit
- Electives – 6 Units

**Community College Credits:**
21 credit hours
MAT 155/155A(4), ART 121(3), GRA 151 (2), GRD 142(4), GRA 152(2), GRD 241(4), and GRA 153(2)

**Additional Articulated Credits:** 9 credit hours
WEB 110 (3) and WEB 210 (3)
CIS 110 (3)

Students must meet competency requirements in order to receive college credits.

Upon completion of the pathway, the students will be awarded a Certificate in Graphics Design from the community college.
**Target Industry:**

**Intermediary Functions:** Local or regional intermediaries serve as conveners, brokers and technical assistance providers to schools and businesses building and sustaining career pathways. Intermediaries recruit business, non-profit and public employers and ensure vision is understood and supported by participating leaders.

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Assessing the Work Plan

The Work Plan should be reviewed periodically. The primary reason for this review is to determine:

- ✓ The extent to which the committee is accomplishing strategic action steps.
- ✓ The extent to which the recommendations and actions have strengthened and improved the career and technical education program.
- ✓ The future direction, functions and activities for the committee.

It is suggested the following assessment be part of the agenda for the committee’s final meeting of the school year. Assessment of the work plan might include answering and discussing the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>1. Was the work plan realistic in scope?</td>
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<tr>
<td>2. Were the strategic action steps specific?</td>
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<tr>
<td>3. Were the strategic action steps measurable?</td>
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<tr>
<td>4. Were the strategic action steps attainable?</td>
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<tr>
<td>5. Were the strategic action steps results-oriented?</td>
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<tr>
<td>6. Were the strategic action steps fully implemented?</td>
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<tr>
<td>7. Were the strategic actions steps implemented in a timely manner?</td>
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<tr>
<td>8. Was the desired impact of the action steps achieved?</td>
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<tr>
<td>9. Were the qualitative and/or quantitative outcomes identified in the work plan achieved?</td>
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10. What are the next steps to ensure continuous improvement?

**Conclusion**

This process is intended to engage stakeholders in a meaningful process to align Career and Technical Education programs to prepare students to meet the needs of the community, post-secondary education and the workforce. The information gleaned and strategic action steps developed from this process should become an integral part of the CTE local plan to provide guidance to the overall program. The process should be repeated annually for each industry target sector to ensure alignment with the Career and Technical Education program and the local, regional and state industry needs.

**Other Helpful Resources**

Career Readiness-Career Readiness Partner Council:

http://www.careerreadynow.org/docs/CRPC_4pager.pdf

Overview of Pathways to Prosperity report, the reactions of a panel of education and business leaders, and special remarks from U.S. Secretary of Education Arne Duncan. (Video):


Pathways to Prosperity Report:


Jobs for the Future-Education for Economic Opportunity:

http://www.jff.org

Career Pathways Toolkit:


Career and Technical Education-Five Ways that Pay:


State Sector Strategies-Coming of Age:


Work-Based Learning Opportunities for High School Students:
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Rebecca Garland, Chief Academic Officer, Academic Services and Instructional Support
6368 Mail Service Center, Raleigh, NC 27699-6368