

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

PtP Health Careers Pathways Strategic Planning Committee Report

October 31, 2013



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Introduction

In the summer of 2012, four school districts in the northeast region of North Carolina (Beaufort, Halifax, Martin and Washington) volunteered to participate in a pilot project to develop career pathways that align with high growth business sectors using the Pathways to Prosperity (PtP) model developed through the partnership of the Harvard School of Education and Jobs for the Future.

Through asset mapping and planning sessions a diverse group of stakeholders representing business/industry, workforce development boards, economic development, chambers of commerce, teachers, counselors, career development coordinators, curriculum specialists, and community college/university faculty contributed in creating capacity building and sustainability strategies, as well as a vision for how the PtP model could be utilized in developing high quality career pathways in eastern North Carolina.

From April – October 2013 the key stakeholders collaborated in organizing and conducting a series of activities and strategic planning meetings. As a result each of the PtP levers for change was addressed – pathways were generated, intermediaries were recruited, the NC Northeast PtP Leadership Council was established, employer engagement opportunities were identified, policies that impact career pathways were explored and quality career guidance and counseling activities/planning tools were developed. These efforts resulted in the pathways, implementation strategies and recommendations that are detailed in this publication. It is the hope of all who participated that this work will make a significant contribution to the future success of career pathway development in the northeast and throughout North Carolina.

Gratitude is extended to everyone who participated in this project with special thanks to Jo Anne Honeycutt, Director, Career and Technical Education, NC Department of Public Instruction for her leadership and support of this work.



Walter Dorsey, Chair
NC Northeast PtP Leadership Council




Stacey Gerard, Director
Beaufort County CTE



Stacey Leggett, Director
Martin County CTE



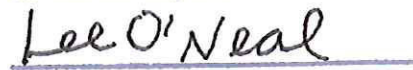
Rob Boyce, PtP Contract Facilitator
NC Dept. of Public Instruction



Christina Harris, Regional Coord.
NC Dept. of Public Instruction



Pamela Chamblee, Director
Halifax County CTE



Lee O'Neal, Director
Washington County CTE

NC Northeast PtP Health Science Careers Strategic Planning Committee Members

Walter Dorsey, Chair
Region Q Workforce Development Board

Dr. Barbara B. Hasty
Halifax Community College

Tara Parker
Pitt Health Science Academy

Lisa Lassiter
Vidant Health

Sandra Rudd-Knight
Halifax County Schools

Shannon Stanton
Martin County Schools

Rebecca Edwards
Martin General Hospital

Marchelle Homer
NC Dept. Public Instruction

Brian Busch
Martin Community College

Penny Coltrain
Vidant Health- Beaufort

Millicent Winstead
Halifax County Schools

Stacey Gerard
Beaufort County Schools

Alice Schenall
Area L AHEC

Adrienne Whitaker
Martin County Schools

Rob Boyce, Facilitator
NC Dept. Public Instruction

Carisa Rudd
Turning Point Workforce Development Board

Beverly Vassor
Halifax County Schools

Dave Whitmer
Northeast Workforce Development Board

Linda Williford
Martin County Schools

Michael Williams
Turning Point Workforce Development Board

Kristy Christenberry
Beaufort County Schools

Wayne Rollins
Region Q Workforce Development Board

Christy Harris
NC Dept. Public Instruction

Jillian Robinson
Eastern AHEC

Stacy Leggett
Martin County Schools

Kristi Bass
Beaufort County Schools

Dr. Crystal Ange
Beaufort Community College

Deb Meekins
Beaufort County Schools

Kelly Harvey
Halifax Community College

Pamela Chamblee
Halifax County Schools

Ashley Padgett
Beaufort County Schools

Lee O'Neal
Washington County Schools

Linda West
Washington County Schools

Natalie Rountree
Northeast Workforce Development Board

Kim Mayo
Beaufort County Schools



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. Two foreign languages are needed to transfer to a 4 year college.

	8	9	10	11	12
ACADEMIC	ENGLISH/ LANGUAGE ARTS	English I	English II	English III	English IV
	MATH	Math I	Math II	Math III	Math IV or above MAT
TECHNICAL	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	Health/PE	Health Sciences I	Health Sciences II	Nursing Fundamentals
	CAREER & TECHNICAL EDUCATION OPTIONS	Exploring Biotechnology in Health Science Exploring Career Decisions	Health Team Relations Biomedical Technology	Health Sciences I	Fundamentals of Gerontology
COLLEGE	CAREER & COLLEGE PROMISE				Sociology 220 HUM Elect
CAREER DEVELOPMENT	CAREER COUNSELING AND ADVISING	ACT EXPLORE	ACT PLAN	ACT College Readiness Assessment	ACT Workplace Readiness Assessment (WorkKeys)
	WORK-BASED LEARNING OPPORTUNITIES	Classroom Speaker Field Trip Participate in Student org. HOSA	Classroom Speaker Job Shadow Participate in Student org. HOSA	Career Day Field Trip to Local Industry Participate in Student org. HOSA	Internship (Academic or Cluster) Participate in Student org. HOSA
WORK-BASED CREDENTIALS	CTSOs (Career Technical Student Org.)				Career Readiness Credential (WorkKeys) Certified Nursing Assistant Geriatric Aid Endorsement Pharmacy Technology
STACKABLE CREDENTIALS					

*Colored boxes present possible articulation opportunities in courses. Articulation can be earned by scoring a 93 or better on the





Student Name _____
 Student ID Number _____

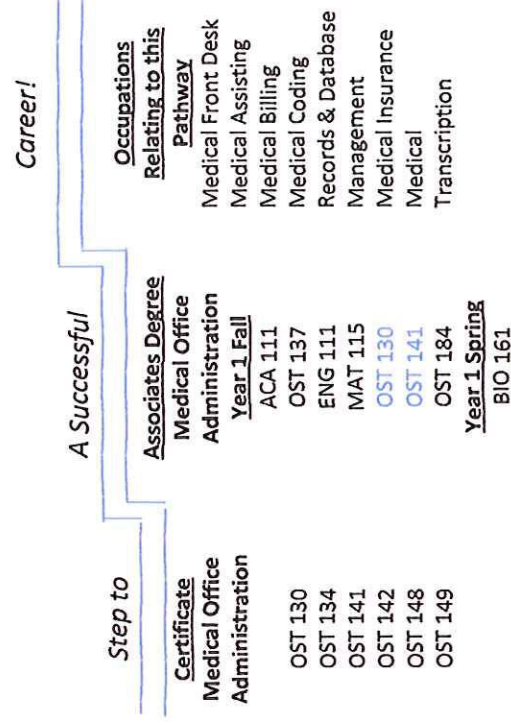
Business, Management & Administration: Medical Office Administration

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

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ACADEMIC	ENGLISH/ 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 course	Biology	Physical Science	
	SOCIAL STUDIES	World History	Civics	American History I/II	PSY 118
TECHNICAL	HEALTH/PE	Health/PE	Excel & Access	Business Management	Health Sciences II
	CAREER & TECHNICAL EDUCATION OPTIONS	Exploring Career Decisions Exploring Biotechnology in Health Science	Word, PPT Publisher Health Team Relations	Principles of Business & Finance Health Sciences I	
COLLEGE	CAREER & COLLEGE PROMISE			OST 130 Comprehensive Keyboarding OST 134 Text Entry & Formatting	OST 141 Medical Terms I—Medical Office OST 142 Medical Terms II—Medical Office
CAREER DEV.	CAREER COUNSELING AND ADVISING	Career Counseling Plans 8 – 14+			
		ACT EXPLORE	NC Career Cluster Guide Activities	ACT PLAN	ACT College Readiness Assessment
WORK-BASED LEARNING OPPORTUNITIES	CTSOs (Career Technical Student Org.)	Classroom Speaker	Classroom Speaker	Career Day	ACT Workplace Readiness Assessment (WorkKeys)
		Participate in FBLA	Field Trip to OST	Field Trip to Local Industry	Internship (Academic or Cluster)
CREDENTIALS	STACKABLE CREDENTIALS	Participate in FBLA and HOSA	Participate in FBLA and HOSA	Participate in FBLA and HOSA	Participate in FBLA and HOSA
		Microsoft Word-Core & Expert Microsoft Publisher-Core & Expert EverFi-Financial Literacy	Microsoft Excel-Core & Expert Microsoft Access-Core & Expert	Microsoft Excel-Core & Expert Microsoft Access-Core & Expert	Career Readiness Credential (WorkKeys)

*Colors 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.



University Opportunities

OST 130
OST 134
OST 141
OST 142
OST 148
OST 149

Advanced Degree Opportunities

Year 1 Fall
ACA 111
OST 137
ENG 111
MAT 115
Year 1 Spring
BIO 161
OST 134
OST 136
OST 142
OST 149
OST 164
Year 2 Fall
BUS 121
ENG 114
OST 148
OST 181
OST 236
OST 241
PSY 118
Year 2 Spring
OST 286
OST 247
OST 243

Occupations Relating to this Pathway

Medical Front Desk
Medical Assisting
Medical Billing
Medical Coding
Records & Database Management
Medical Insurance
Medical
Transcription



Student Name _____
 Student ID Number _____

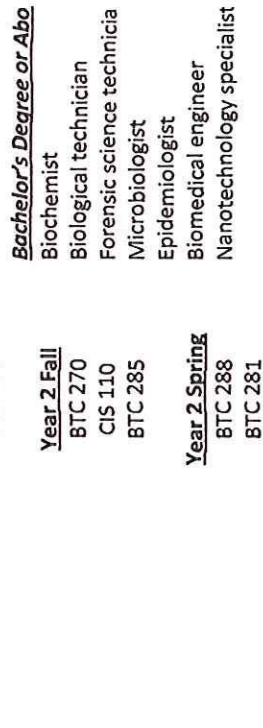
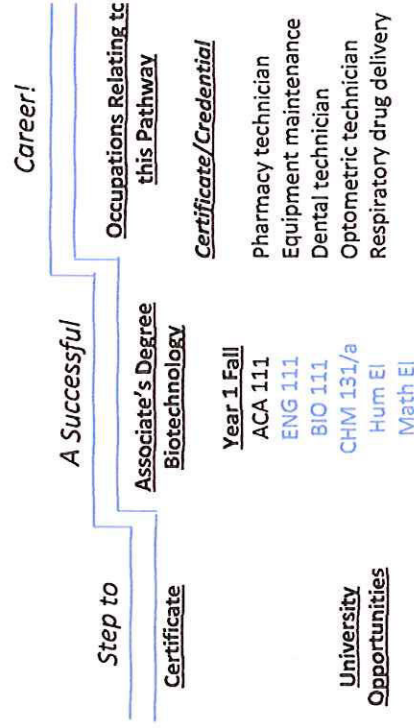
Health Sciences: Biotechnology Research and Development

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

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	MATH	Math I	Math II	Math III	Math IV or above
	SCIENCE	An Earth Science course	Biology	Chemistry	BIO 111
	SOCIAL STUDIES	World History	Civics	American History I/II	HUM Elect
	HEALTH/PE	Health/PE			
TECHNICAL	CAREER & TECHNICAL EDUCATION OPTIONS	Exploring Career Decisions Exploring Biotechnology in Health Science	PLTW Principles of Biomedical Sciences	PLTW Medical Interventions	PLTW Biomedical Innovations
COLLEGE	CAREER & COLLEGE PROMISE				CHM 131/A
CAREER DEVELOPMENT	CAREER COUNSELING AND ADVISING	ACT EXPLORE	ACT PLAN	ACT College Readiness Assessment	ACT Workplace Readiness Assessment (WorkKeys)
WORK-BASED LEARNING OPPORTUNITIES	WORK-BASED LEARNING OPPORTUNITIES	NC Career Cluster Guide Activities	Classroom Speaker	Career Day Field Trip to Local Industry	Internship (Academic or Cluster)
WORK-BASED LEARNING OPPORTUNITIES	CTSOs (Career Technical Student Org.)	Classroom Speaker Field Trip	Participate in Student org. HOSA and TSA	Participate in Student org. HOSA and TSA	Participate in Student org. HOSA and TSA
CREDENTIALS	STACKABLE CREDENTIALS				Career Readiness Credential (WorkKeys)

*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.



*Blue highlight denotes possible scheduling options

NC Northeast Health Careers Pathways

Implementation Strategies

Endorsed by the Northeast PtP Health Careers Pathways Strategic Planning Committee (SPC)

Strategy	Implementation Leader(s)
Skill Development	
1. Each LEA will implement one or more of the Health Career Pathways developed by the NC Northeast PtP Strategic Planning Committee (SPC) by September 1, 2014	Lee O’Neal, Pamela Chamblee, Stacey Gerard Stacy Leggett, Alice Schenall
2. Each Health Career Pathway will be reviewed and updated on an annual basis with a focus on increasing rigor	Christina Harris, Regional CTE Coordinator; Walter Dorsey, NC Northeast PtP Leadership Council Chair; a community college representative; an ECU representative and a healthcare employer
3. The SPC endorsed metrics will be collected, reviewed annually and shared with the NC Northeast PtP Leadership Council to determine implementation progress – See Appendix C Pathways to Prosperity Progress Measures	Regional CTE Coordinator, and CTE Directors
Employer Engagement	
1. Health care providers in the PtP pilot counties will be asked to host a regional Career Health Fair that focuses on career opportunities as well as the academic and soft skills needed for health career success (by December 1, 2014)	Eastern AHEC representatives; representatives of the local hospitals serving the pilot LEAs, Regional CTE Coordinator, Chairperson of the Strategic Planning Committee (SPC)
2. Each LEA will have at least one active CTE Employer Engagement Committee that includes health care employers to support the implementation of the Health Careers Pathways strategies (up and running by October 1, 2014)	CTE Directors - Pamela Chamblee Lee O’Neal Stacey Gerard Stacy Leggett
3. By April 1, 2014 the region will define the essential health career “soft skills” and what these skills look like in the workplace, so that awareness and instruction can be targeted and addressed jointly by school personnel and employers	Committee established by Walter Dorsey, Chairperson of the NC Northeast PtP Leadership Council
Career Development	
1. On an annual basis each LEA will develop a seamless middle school/high school comprehensive career development plan that systematically addresses the career counseling essential standards – See Appendix A, Career Guidance and Counseling Worksheets and Sample Career Planning Tool	CTE Directors and Career Development Coordinators - Lee O’Neal; Pamela Chamblee; Stacey Gerard; Stacy Leggett; Adrienne Whitaker; Shannon Stanton; and Linda Williford
2. By October 1, 2014 the region will develop a website to provide access to career guidance resources to teachers, parents, and students with links to NCHEALTHCARE.COM and NCWORKS.GOV	Christina Harris and Shannon Stanton
3. Career guidance professional development for counselors and teachers will be offered in conjunction with local employers, e.g. PD could take the form of teacher externships, learning to use virtual resources, etc. (by December 1, 2014)	Shannon Stanton: Workforce Development Directors; Regional CTE Coordinator; SPC AHEC representatives with the help of local healthcare representatives to recruit employer participation

NC Northeast Health Careers Pathways Strategic Planning Committee

Endorsed Recommendations

Skill Development

In addition to the three implementation strategies listed at the beginning of this report, see the three endorsed Health Career Pathway templates that are the focus of this report.

Data sets used to measure progress should be reviewed and edited annually as the pathways are amended, and post-secondary tracking becomes more reliable.

Employer Engagement

In addition to the three implementation strategies listed at the beginning of this report, following are endorsed employer engagement recommendations of the strategic planning committee:

1. Health care career pathways employers should be surveyed locally and/or regionally with an employer engagement survey (e.g. such as the Long Beach Unified School District survey) to solicit employer engagement. These surveys should occur on a regular basis, perhaps annually, to ensure that new businesses are recruited and current businesses are encouraged to stay/become engaged. **See Appendix B, Endorsed Employer Survey Tool.**

2. Meaningful employer engagement should result in employers:

- A. Partnering with schools for teacher professional development and student workshops and career fairs
- B. Providing speakers, judges, facilitators, etc.
- C. Supporting field trips, virtual learning, and job shadowing
- D. Providing externships for teachers
- E. Supporting paid and unpaid work-based learning experiences for students
- F. Providing periodic, continuous on-going training to current employees on soft skills needed for that industry, and volunteering to provide this same training to high school students upon request
- G. Ensuring every current employee is aware of the policy that enforces soft skills and specifically what those skills look and sound like in the workplace, and volunteering to provide this same training to high school students upon request

3. LEAs should develop targeted and specific strategies to establish and strengthen partnerships with local industry and community colleges, e.g. CTE advisory committees. Employers serving on advisory committees should actively participate in ensuring that gaps in student skill sets are identified and volunteer to provide work-based learning opportunities.

Career Development

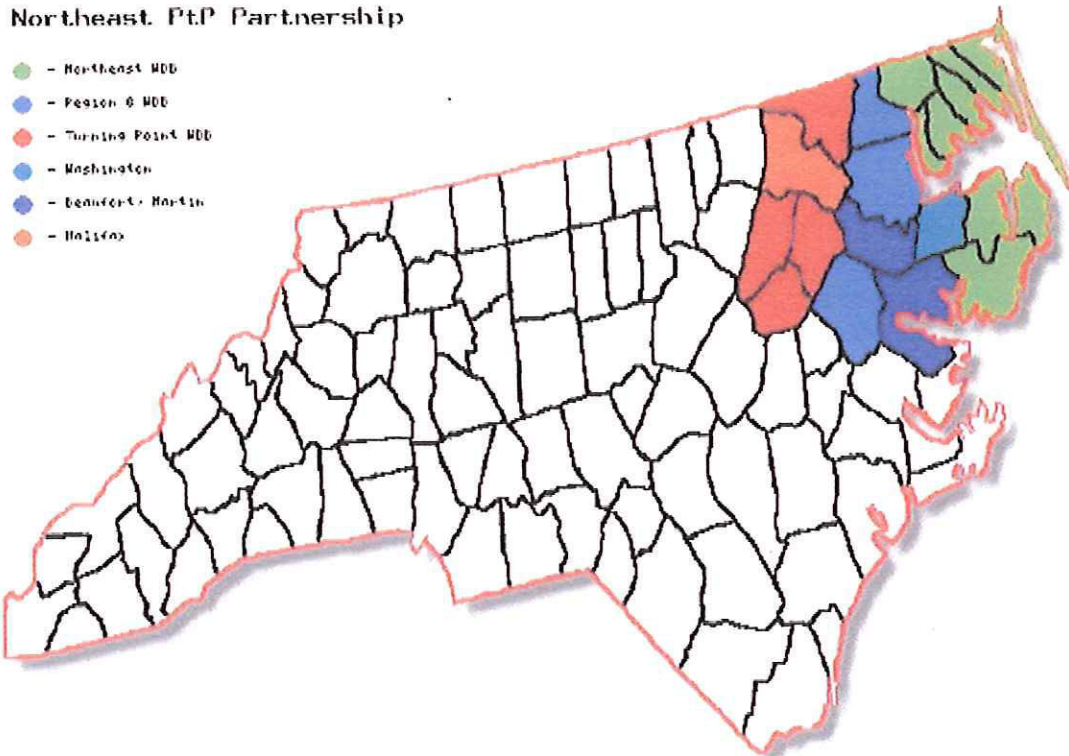
In addition to the three implementation strategies listed at the beginning of this report, following are endorsed career development recommendations of the strategic planning committee:

1. LEAs should support students in acquiring the needed “soft skills” to be successful in the pathway(s) using resources such as the NC-Net Employability Skills Resource Kit, Key Train and/or Career Ready 101.
2. LEAs should partner with employer and community college partners in providing “At Work” Days and/or workshops focusing on interviewing, resume skills.
3. LEAs should examine requirements for students interested in health science programs and develop a cluster specific set of requirements, contracts and letters of intent.
4. LEAs should consider partnering to develop a regional “Health Science at Work Day” in conjunction with the statewide day to focus on all aspects of health science careers.
5. LEAs should develop strategies to increase student participation in community volunteering and service projects.
6. LEAs should enforce soft skills expectations and continue to increase awareness through: dress for success day; policy awareness; social media implications; and criminal background checks.
7. LEAs should promote that community colleges are no longer limited to service areas.

Workforce Development Boards Lead Intermediaries for Northeast Pathways to Prosperity

All of the school districts that make up the Northeast Career and Technical Education Region are within the service area of three workforce development boards (WDBs) -- Region Q, Turning Point and Northeast. Each of these WDBs serves one or more LEAs that participated in the Health Careers Pathway PtP pilot. The three WDBs have agreed to jointly serve as lead intermediaries for the PtP efforts in the Northeast. The first action of the WDBs in their intermediary function was to establish the Northeast PtP Leadership Council. The roles and responsibilities of the Council are explained in the pages that follow.

Northeast PtP Partnership



NC Northeast Pathways to Prosperity Leadership Council (Ne-PtP-LC)

Purpose -- The purpose of the NC Ne-PtP-LC is to align with the North Carolina Pathway to Prosperity Leadership Council in developing “a business-led education innovation effort designed to build a seamless career pathway system that meets the workforce development needs of regional economies across the state. It works to combine rigorous academics with powerful technical education.”

The PtP work will focus on five areas

1. Career information and advising system
2. Employer engagement
3. Intermediaries
4. State and local policies
5. Teacher effectiveness

The desired outcomes for the PtP work include:

- A clear system (pathway) for students from school to career
- More closely aligned secondary school innovation with readiness for careers and college
- Deepened ties between public schools, community college and business/industry

Intermediaries – The leadership and lead intermediary function for the NC Ne-PtP-LC will be provided by the three Workforce Development Boards (WDBs) that serve the Northeast (Region Q, Northeast, and Turning Point). As intermediaries the three workforce development boards will serve as conveners, brokers, and technical assistance providers to schools, community colleges and employers engaged in building and sustaining pathways. Serving as intermediaries, the WDBs will recruit business, nonprofit and public employers and ensure that participating leaders understand and support the vision.

The WDB Directors will appoint one WDB Director to serve as the lead coordinator of the NC Ne-PtP-LC.

NC Ne-PtP-LC Membership -- Council members will be recruited from each of the three workforce development board service areas and will include:

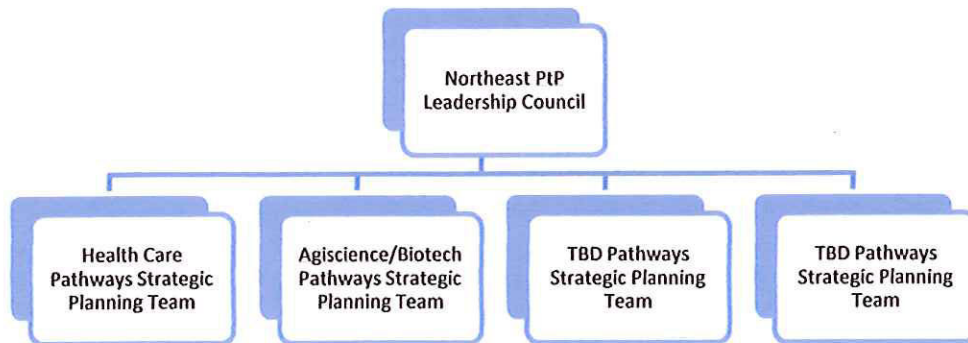
Workforce Development Board Directors and key staff
Workforce Development Board members
Key employers
Chamber of Commerce representatives
Northeast Commission President and key staff
CTE Directors
CTE Regional Coordinator
Community College Presidents and key staff
High school/community college counselors/career development coordinators
CTE teachers

PtP Pilot Counties – The counties of Beaufort, Martin, Halifax and Washington have been identified by the NC PtP Leadership Council to pilot the PtP model in the northeast region. Once the pilot work is complete, the vision is for other counties to be recruited by the Ne-PtP-LC to form partnerships to develop/enhance business sector pathways that impact their counties.

Organization – The NC Ne-PtP-LC council will oversee the development of pathways identified as focus business sectors based on current, emerging and predicted future employment opportunities. Initial key leadership groups have identified Health Care and Agriscience as the two sectors of focus for the pilot partnership. Once pathways for these two business sectors have been developed using the PtP model, the Council will hold periodic meetings (once or twice) per year to assess implementation and develop strategies to strengthen and enhance:

- Employer engagement;
- Career and College Promise opportunities;
- Career guidance and counseling strategies;
- CTE course/concentration sequences; and
- Teacher development.

Additionally, the council will use market data research to identify other business sectors on which to develop pathways using the PtP model. Regional partnerships of counties (LEAs) that share borders in the northeast, and have the potential to be impacted by the identified business sector(s), will be recruited to develop pathways using the model developed by the pilot partnership.



Pathway Development – The publication, *Developing High Quality CTE Programs Through Business Engagement: Facilitators Guide*, developed by the NC Department of Public Instruction will be used by the Council to structure the pathway development work. The Council will modify the guidelines as needed to meet local needs.

The Council will oversee the selection of key stakeholders (i.e. focus business sector employers, workforce development board staff and members, community college representatives, local CTE directors, regional CTE coordinator, school system administrators/educators/counselors, representatives from chamber of commerce, Northeast Commission, and local government, etc.) in forming a pathway strategic planning committee to work on developing focused business sector career pathways addressing the five PtP levers.

NC Northeast Pathways to Prosperity Leadership Council

Lisa Lassiter
Vidant

Kim Toler
Potash Corp. Aurora

Samuel Tynch
Avoca

Brian Bush
Martin Community College

Catherine Glover
*Washington-Beaufort Chamber
of Commerce*

Joshua Singleton
Beaufort County Schools

Tara Parker
Pitt Health Science Academy

Walter Dorsey
Region Q Workforce Dev. Board

Lee O'Neal
Washington County Schools

Patrick Glace
Washington County Schools

Pamela Chamblee
Halifax County Schools

Stacy Leggett
Martin County Schools

David Whitmer
Northeast Workforce Dev. Board

Becky Edwards
Martin General Hospital

Nettie Evans
Vidant Foundation for Nursing Foundation

Tim Barrett
Couer Medical

Carisa L. Rudd
Turning Point Workforce Dev. Board

Christy Harris
Department of Public Instruction

Kathleen Sitzman
East Carolina University

Stacey Gerard
Beaufort County Schools

Wayne Rollins
Region Q Workforce Dev. Board

Natalie Rountree
Northeast Workforce Dev. Board

Bob Heuts
Beaufort County Economic Development

Michael Williams
Turning Point Workforce Dev. Board

Benjamin Forrest
N.C. State University