




ALIGN4NCWORKS STRATEGIC PLAN NC COMMUNITY COLLEGES 2015-18





State Board of Community Colleges

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EXECUTIVE SUMMARY

In its last strategic plan, [SuccessNC](#), the State Board of Community Colleges and NC Community College System focused on student outcomes and academic success. In [Align4NCWorks](#), the focus is on the NC Community Colleges' other key function, workforce development.

The ultimate aim of Align4NCWorks: Ensure that North Carolina is #1 in workforce. The Community College System borrows the NC Chamber (NCC)'s words to capture this concept: *"North Carolina will be a global leader in the number of students leaving its community college [and University] system with a job-ready credential that can lead to becoming a successful employee or employer in a global economy and provide for better skills, better jobs, better pay and continued educational attainment."*

The secret to the NC Community Colleges' success in workforce development is, and always has been, collaboration. Workforce development is a team sport. Achieving success in workforce development means community colleges working as part of a team and advancing the goals of the overall workforce development system.

Recognizing the importance of partners to its own efforts, the Community College System defines Align4NCWorks' goals, objectives and action steps in the context of North Carolina's strategic plans for workforce development, education and economic development.

Align4NCWorks Overarching Goals:

Alignment - Develop an integrated seamless system of education and workforce development programs, initiatives and resources. The system should be focused on the integration of business needs and worker preparation and include a comprehensive approach to career exploration, career development, education and job training that begins in middle school and continues throughout an individual's career path (NC Economic Development Board's Jobs Plan (JP)).

Responsiveness – Create a workforce system that is responsive to the needs of the economy (NCWorks Commission (NCW)) and that increases North Carolina's competitive advantage by further developing and enhancing career pathways that provide students the skills to create, make and build things (JP) and provide the basis for desirable, thriving careers for North Carolinians.

Engagement – Develop and implement a coordinated and seamless approach to engage business and respond to business needs (NCW). Use that engagement to

increase the education pipeline, competency-based credentials and work-based learning opportunities in critical career clusters (JP) and to better connect people to jobs and jobs to people (NCW).

Accountability – Target statewide resources to enhance programs and enrollment in critical career cluster areas that compliment key targeted growth industries (JP); integrate economic, workforce and community development functions; develop measures of success through conducting an annual review of metrics and a benchmarking of competitors (JP); and measure and report on the effectiveness of North Carolina's workforce development system (NCW).

The Community College System's strategic plan was based on input from 21 Workforce Learning Summits with over 1,000 stakeholders; a review and adoption of goals and strategies from other state workforce, education and economic development strategic plans; and the review and revision of strategies by more than 70 state and local partners.

The strategic planning process was launched via the Align4NCWorks Workforce Learning Summits, involving all 58 community colleges and their local partners. During 2014, eight months of listening to colleges' best practices with workforce development partners – industry, K-12, workforce boards and Commerce – focused the strategic planning initiative on the themes of successful career pathways. As defined by the National Career Pathway Network: "A Career Pathway is a coherent, articulated sequence of rigorous academic and career/technical courses, commencing in the ninth grade and leading to an associate degree, baccalaureate degree and beyond, and industry recognized certification and/or state regulated license."

The best practices featured at Workforce Learning Summits reflected the following career pathway themes:

- Increase and sustain employer engagement
- Use demand-driven and data-informed decision making and evaluation
- Improve career awareness and mapping
- Ensure education and training address and validate skill and competency needs and attainment
- Expand work-based learning opportunities
- Address access and affordability



Lenoir Community College New Employee Training for Spirit AeroSystems

•Connect people to quality careers and employers to quality employees

These plus summit discussions of workforce challenges led us to the eight goals of the Align4NCWorks strategic plan:

- GOAL #1:** Increase and sustain employer engagement as part of an integrated, customer-centered workforce system.
- GOAL #2:** Connect students to quality careers and employers to quality employees.
- GOAL #3:** Ensure education and training address and validate skill and competency needs and attainment.
- GOAL #4:** Expand work-based learning opportunities.
- GOAL #5:** Improve career awareness and mapping.
- GOAL #6:** Increase opportunities for college access while keeping education and training affordable.
- GOAL #7:** Promote demand-driven and data-informed decision making and evaluation to more effectively meet workforce customer needs and enhance system accountability.
- GOAL #8:** Strengthen the foundations of success for workforce development.

Under these goals are, cumulatively, 22 objectives and 68 initial strategic action steps, all concepts, exact wording or ideas generated directly from the strategic plans, thoughts, discussions, feedback and insight put forth by internal and external workforce partners and champions.

The State Board of Community Colleges adopted this plan on May 15, 2015. This followed the final gathering of our workforce partners on May 4, 2015 when we reached agreement on the need for more systematic alignment.

The next stage of Align4NCWorks is to convene a cross-agency project management group to develop a process and timeline for how we collectively continue to work toward accomplishing this plan's collaborative goals. Working to successfully implement Align4NCWorks means working to successfully execute the shared goals of North Carolina's workforce development system. This will take workforce development alignment and collective impact to a new level in our state.

BACKGROUND

In early 2014, as the NC Community College System embarked on the development of a new strategic plan, North Carolina was making a strong recovery from the Great Recession. At the same time, state workforce and economic development partners, including key education, business and community partners, were developing or implementing new strategic plans. Job creation and connecting people to economic opportunities were top priorities for state and local leaders, and leaders were actively pursuing strategies to close skill gaps and ensure that education and training meet the needs of job-creating businesses.

Meanwhile, the University of North Carolina and NC Community College System were putting the finishing touches on an overhaul of their Comprehensive Articulation Agreement; the Public Schools of North Carolina, Community Colleges, Workforce Development Boards and other partners were piloting career pathway development; and the state's Commission on Workforce Development was restructuring and rebranding workforce services coordinated by the NC Department of Commerce's Division of Workforce Solutions and Workforce Development Boards into a more aligned and effective NCWorks system.

In this context of planning and collaborative action, Align4NCWorks was established.

Given the amount of momentum behind partners' existing strategic plans, and to ensure aligned strategies and action going forward, the State Board of Community Colleges and NC Community College System chose not to develop a separate strategic plan with brand new strategies. Instead, they chose to borrow ideas and language from the existing strategic plans to support North Carolina's overall workforce development system, NCWorks.

Key strategies involving community colleges are emphasized, but as a "plan of plans," commonalities among all the strategic plans are highlighted. This means that as partners work together on the respective strategic plans, we are all working toward a shared vision and the ultimate goal of North Carolina having the nation's best workforce.

FRAMEWORK

The Ultimate Aspiration: Ensuring that North Carolina is #1 in Workforce – The NC Chamber (NCC) may have said it best in their strategic plan, and the NC Community College System (NCCCS) supports this same goal: North Carolina will be a global leader in the number of students leaving its community college [and University] system with a job-ready credential that can lead to becoming a successful employee or employer in

a global economy and provide for better skills, better jobs, better pay and continued educational attainment (NCC).

In November 2014, the State Board of Community Colleges adopted the following overarching goals for the Align4NCWorks strategic planning process:

Alignment - Develop an integrated seamless system of education and workforce development programs, initiatives and resources. The system should be focused on the integration of business needs and worker preparation and include a comprehensive approach to career exploration, career development, education and job training that begins in middle school and continues throughout an individual's career path (NC Economic Development Board's Jobs Plan (JP)).

Responsiveness – Create a workforce system that is responsive to the needs of the economy (NCWorks Commission (NCW)) and that increases North Carolina's competitive advantage by further developing and enhancing career pathways that provide students the skills to create, make and build things (JP) and provide the basis for desirable, thriving careers for North Carolinians.

Engagement – Develop and implement a coordinated and seamless approach to engage business and respond to business needs (NCW). Use that engagement to increase the education pipeline, competency-based credentials and work-based learning opportunities in critical career clusters (JP) and to better connect people to jobs and jobs to people (NCW).

Accountability – Target statewide resources to enhance programs and enrollment in critical career cluster areas that compliment key targeted growth industries (JP); integrate economic, workforce and community development functions; develop measures of success through conducting an annual review of metrics and a benchmarking of competitors (JP); and measure and report on the effectiveness of North Carolina's workforce development system (NCW).

During 2014, collaborative work supported by the National Governors Association and eight months of feedback at Workforce Learning Summits – from industry, K-12, workforce boards and Commerce – focused the NC Community College System's strategic planning initiative on the themes of successful career pathways. As defined by the National Career Pathway Network: "A Career Pathway is a coherent, articulated sequence of rigorous academic and career/technical courses, commencing in the ninth grade and leading to an associate degree, baccalaureate degree and beyond, and industry recognized certification and/or state regulated license."

ALIGN4NCWORKS PLAN DEVELOPMENT

The process for plan development was as follows:

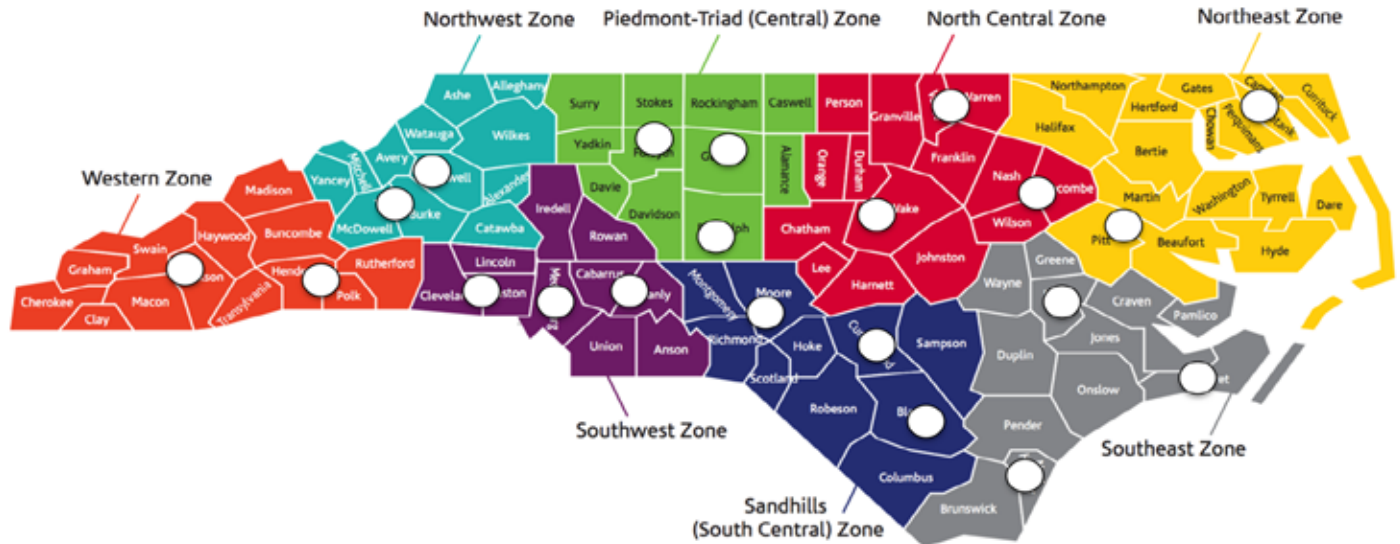
- Best practices shared and summarized by all 58 colleges and our workforce partners during 21 Workforce Learning Summits that had over 1,000 participants.
- Review of common goals and objectives of at least six other state-level plans including the NCWorks Commission, the NC Economic Development Board Jobs Plan, the State Board of Education, UNC System Board of Governors, BEST NC, and the NC Chamber.
- Input from more than 70 "workforce wizards" from our community colleges, workforce and economic development partners, non-profits and industry - as well as State Board leadership and members.

The NC Community College System brought a draft Align4NCWorks plan to partners for review and discussion on May 4, 2015. The State Board of Community Colleges adopted the strategic plan at its May Board meeting.



WORKFORCE LEARNING SUMMITS & PARTNER BEST PRACTICES

As the first step in the Align4NCWorks process, the NC Community College System turned to the state's 58 community colleges, their local partners and business and industry to spotlight innovations in collaborative workforce development and discuss employers' workforce challenges. Community colleges came together in small groups to host 21 regional Workforce Learning Summits involving Align4NCWorks partners - industry, workforce development boards and career centers, public schools and economic developers. Workforce Learning Summits began in February 2014 and concluded in October 2014.



Workforce Learning Summits by Regional Prosperity Zone

Following the summits, NC Community College System staff summarized each of the 58 partner innovations. These are summarized and shared online at:

<http://www.nccommunitycolleges.edu/align4ncworks/innovations>

The partner innovations informed the thinking of Align4NCWorks staff as they began to frame the strategic plan.

Workforce Learning Summit Agenda

8:30 a.m. - Welcome/Introduction to the Summit: Dr. R. Scott Ralls

9:00 a.m. - Best Practices: Each college presents the best practice with partner(s)

10:45 a.m. - Challenges/Barriers: Employers share their #1 workforce challenge

11:45 a.m.- Wrap-up: Additional ideas and next steps

12:00 p.m. - Adjourn

Summit Statistics

- 21 Workforce Learning Summits
- 58 community colleges
- Total number of attendees: 1,077
- State and local community college attendees: 435
- Business attendees: 300
- Workforce/education partners: 196
- Legislators, local government leaders and others: 146

ANALYSIS OF EXISTING & EMERGING STRATEGIC PLANS

To remain aligned with other workforce partners, Community College System staff began with the words and ideas from other workforce, education and economic development strategic plans:

•**NCWorks Commission**, *Preparing North Carolina's Workforce for Today and Tomorrow: Strategic Action Plan, 2014-16* (approved February 2015 and precursor strategic plan approved in 2014)

•**NC Economic Development Board**, *North Carolina Jobs Plan: Recommended Strategies for Economic Growth, 2014-2024* (December 2013)

•**State Board of Education Strategic Plan** (updated November 2014) and **NC Public Schools'** related *"Divisional Priority Goals and Activities 2014-15"*

•**NC Chamber Plan**, *North Carolina Vision 2030: Four Pillars of a Secure Future* (September 2013)

•**University of North Carolina System Strategic Plan**, *Our Time, Our Future: Strategic Directions, 2013-18* (February 2013)

•**BEST NC (Business for Educational Success and Transformation)**: Business/Education Partnerships work group and draft *"Proposed North Carolina Education Vision – For Discussion"* (February 2015)

•**NC Governor's Office/NCWorks Partner Agencies:** *Proposal for National Governors Association (NGA) Policy Academy Grant* (2014)

(See Appendix III for website links where applicable.)

In order to develop initial draft strategies for the Align4NCWorks plan, staff identified ideas in these documents that were also raised at Workforce Learning Summits and addressed the Align4NCWorks overarching goals of alignment, responsiveness, engagement and accountability. In some cases, language was pulled directly from the existing strategic plans. In others, text was adapted to combine ideas from different strategic plans or relate others' plan language more specifically to the roles of the community colleges.



Dr. Ralls with Board Chair, Dr. Linwood Powell at Bladen Community College

PARTNER INPUT/WORK GROUPS

Continuing the momentum created by Workforce Learning Summits and the involvement locally of workforce, education and business leaders to identify best practices and challenges, the NC Community College System transitioned in 2015 into a phase of strategy development and review. In January 2015, Dr. Ralls and his strategic planning team convened an initial Align4NCWorks Partners meeting to make state and local leaders aware of the System's strategic planning efforts, determine how the Community College System's efforts fit the career pathway framework being developed under the auspices of the NCWorks Commission, and begin discussing strategic plan content.

Work groups were established and organized by draft strategic plan goals, pulling in "workforce wizards" identified from Workforce Learning Summits as well as state-level leaders with key expertise. In February, facing adverse weather on the date set for the first set of work group meetings, the Align4NCWorks team obtained input on draft language through the use of online surveys and detailed analysis. Planning language was revised, and strategies were added and pared down based upon work group members' input.

The work groups were convened via face-to-face meetings in March to discuss revised goals, strategies and action steps. They further revised the language and began identifying evaluation criteria ("How will we know if we have moved the needle to achieve the objectives?") and milestones ("What needs to happen/when to implement the action steps?").

A larger Align4NCWorks Partners meeting was held May 4 for agency leaders, work group members and various other experts and leaders to review the draft plan and endorse collaborative implementation.

PARTNER INPUT/ WORKGROUPS

Throughout the plan development process, the State Board of Community Colleges and its Strategic Planning Committee reviewed draft documents and offered input on the planning process and content.

Following are the seven themes from collaborative best practices highlighted at the 21 Align4NCWorks Workforce Learning Summits:

1. Increase and sustain employer engagement
2. Connect people to quality careers and employers to quality employees
3. Ensure education and training address and validate skill and competency needs and attainment
4. Expand work-based learning opportunities
5. Improve career awareness and mapping
6. Address access and affordability
7. Use demand-driven and data-informed decision making and evaluation

These seven themes align well with the criteria that will be used in defining the “gold standard” of career pathways – NCWorks Career Pathways, which was adopted by the NC Works Commission in May 2015.

These above themes were used in the formation of work groups and the development of strategic plan goals. Based on work group input, an eighth goal was added

to capture the concept that is under development across educational systems in North Carolina of “Top Talent Preparing Top Talent” (BEST NC) and the concept in the NCWorks Strategic Action Plan of “System Transformation.”



Align4NCWorks Partners Meetings

GOALS, OBJECTIVES & INITIAL ACTION STEPS

GOAL #1: INCREASE AND SUSTAIN EMPLOYER ENGAGEMENT AS PART OF AN INTEGRATED, CUSTOMER-CENTERED WORKFORCE SYSTEM.

(SOURCE: NCWorks Strategic Action Plan)

OBJ #1.A. Ensure the workforce system is relevant, valuable and easy to access by the business community.

(SOURCE: NCWorks Strategic Action Plan)

OUTCOME: North Carolina's business and industry recognizes the value add of all workforce development partners; understands how to access education, training and services; and feels as though their needs are addressed.

ACTION STEP 1.A.i. In collaboration with workforce and education partners, develop protocols for serving businesses as a unified business services team with joint marketing materials, and promote use of a single customer relationship management tool.

(SOURCES: NCWorks Strategic Action Plan, BEST NC Working Group Recommendations, Jobs Plan)

ACTION STEP 1.A.ii. In collaboration with workforce and education partners, develop and implement a system-wide and consistent business outreach strategy.

(SOURCE: NCWorks Strategic Action Plan)

ACTION STEP 1.A.iii. Analyze results from the "1,000 in 100" initiative and identify continued opportunities for success.

OBJ #1.B. Increase business and industry's commitment to contribute to curriculum design, pathway implementation and sponsorship of work-based learning.

(SOURCES: State Board of Education Strategic Plan/DPI Priority Activities, NC Chamber Plan)

OUTCOME: North Carolina's Business and Industry is committed to becoming a contributing partner in the solution of meeting workforce needs.

ACTION STEP 1.B.i. Create protocols for business representatives, business associations and industry sector groups to contribute to the design and delivery of top-quality coursework at all levels.

(SOURCE: BEST NC Working Group Recommendations and Proposed NC Education Vision)

ACTION STEP 1.B.ii. Increase employer engagement in the identification and support of work-based learning.

(SOURCE: State Board of Education Strategic Plan/DPI Priority Activities)



Industry-driven Training on Collision Repair at Fayetteville Technical Community College

OBJ #1.C. Develop and enhance connections between workforce development and economic development to strengthen local economies.

(SOURCE: NCWorks Strategic Action Plan)

OUTCOME: Strategic solutions for current and future workforce needs will be identified through a partnership between economic development organizations and workforce development partners.

ACTION STEP 1.C.i. Work with workforce and economic development partners to ensure that business outreach protocols are focused on economic priorities.

(SOURCE: NGA Policy Academy Proposal)

ACTION STEP 1.C.ii. With the involvement of business and industry, provide training and development to education/workforce partners on how to build and manage industry partnerships and business advisory boards.

(SOURCE: BEST NC Working Group Recommendations)

GOAL #2: CONNECT STUDENTS TO QUALITY CAREERS AND EMPLOYERS TO QUALITY EMPLOYEES.

OBJ. 2.A. Enhance, integrate and market NC's education and workforce development programs, initiatives and resources to maximize talent connections.

(SOURCE: NC Jobs Plan)

OUTCOME: Through a robust talent management system, North Carolina's business and industry will have the tools to connect to well-skilled, credentialed citizens.

THE PLAN

ACTION STEP 2.A.i. Increase the number of students enrolled in NCWorks Online.

ACTION STEP 2.A.ii. Increase the number of businesses that list job openings in NCWorks Online.

ACTION STEP 2.A.iii. Explore opportunities for increased collaboration between community college employability training/career services and NCWorks Career Centers.

GOAL #3: ENSURE EDUCATION AND TRAINING ADDRESS AND VALIDATE SKILL AND COMPETENCY NEEDS AND ATTAINMENT.

OBJ. 3.A. Based upon local needs, focus resources on the identification and alignment of career pathways to help individuals gain the credentials, skills and experience for in-demand occupations or entrepreneurship opportunities.

(SOURCES: NC Works Strategic Action Plan and NC Chamber Plan)

OUTCOME: Students will gain industry required (and validated) skills and competencies needed to obtain high paying jobs and careers in NC.

ACTION STEP 3.A.i. Work across workforce programs and levels of education to weave together clear and coherent education/training pathways.

ACTION STEP 3.A.ii. Enhance NC's workforce development programs through partnership with NC Community Colleges' Small Business Center Network to include entrepreneurship skills training.

(SOURCES: NC Jobs Plan and NC Works Strategic Action Plan)

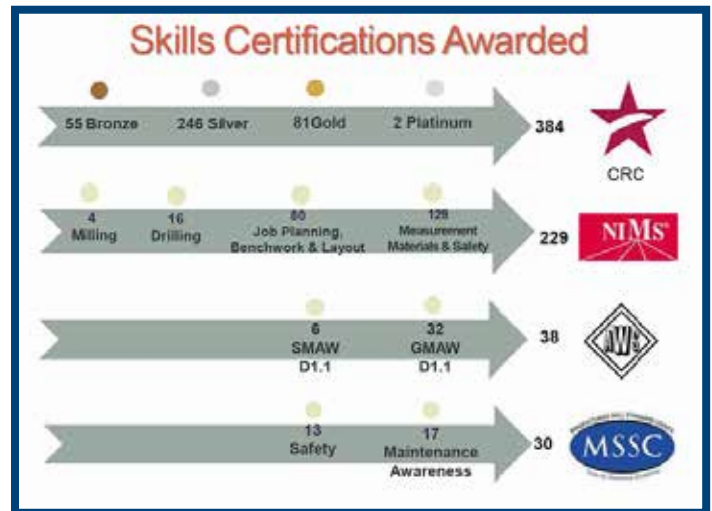
OBJ. 3.B. Develop, enhance, and maintain aligned, quality STEM, Career and Technical Education (CTE), and Workforce Development programs and assessments based on industry standards that are relevant, current, and meet the needs of businesses and students.

(SOURCE: State Board of Education Strategic Plan)

OUTCOME: The skills gap in NC will be significantly reduced by the output of students from our education systems possessing industry required and validated skills and competencies.

ACTION STEP 3.B.i. Use employer input combined with economic research on occupational skill needs to drive education, training and broader workforce development programming and assessments.

ACTION STEP 3.B.ii. Increase employability of students and productivity of workers by integrating



Training toward Industry Certifications at Forsyth Technical Community College

skill standards and competencies as defined by industry and/or third-party industry recognized credentials.

OBJ. 3.C. Increase the number of students leaving the community college system with an in-demand job-ready credential (e.g. third-party certification, state licensure, degree, certificate, or diploma).

(SOURCE: NC Chamber Plan)

OUTCOME: The skills gap in NC will be significantly reduced by the output of students from our education systems possessing industry required and validated skills and competencies.

ACTION STEP 3.C.i. Work with industry to identify appropriate industry certifications that validate in-demand job skills and competencies.

ACTION STEP 3.C.ii. Support an increase in the number of students graduating from high school with an industry-recognized credential and pursuing a CTE concentration in college.

(SOURCE: State Board of Education Strategic Plan)

ACTION STEP 3.C.iii. Increase the number of community college students that attain a credential to further their success toward career goals.

(SOURCES: NC Chamber Plan, BEST NC Education Vision)

ACTION STEP 3.C.iv. Continue to support the implementation of WorkKeys assessments throughout community college offerings to increase the number of students that are career and workplace ready.

(SOURCE: State Board of Education Strategic Plan)

OBJ. 3.D. Ensure alignment of university, community college and K-12 public school curriculum offerings to meet local employers' short-term and long-term workforce needs.

(SOURCE: NC Jobs Plan)

OUTCOME: Coherent and articulated career pathways between NC's education systems will produce a highly skilled workforce meeting the needs of NC's industry and businesses.

ACTION STEP 3.D.i. Expand the community college transfer pipeline.

(SOURCE: UNC System Strategic Plan)

ACTION STEP 3.D.ii. Create a transcript warehouse to improve the efficient transfer of course credit between UNC and community colleges and among UNC campuses.

(SOURCE: UNC System Strategic Plan)

GOAL #4: EXPAND WORK-BASED LEARNING OPPORTUNITIES.

OBJ. 4.A. Prepare "job-ready" students through appropriate work-based learning formats (internships, pre-apprenticeships, registered apprenticeships, etc.).

(SOURCE: UNC System Strategic Plan)

OUTCOME: Students will gain improved soft and technical skills due to the applied nature of work-based learning.

ACTION STEP 4.A.i. Increase work-based learning opportunities for students and the percentage of students completing programs with a work-based experience.

(SOURCE: State Board of Education Strategic Plan)

OBJ. 4.B. Identify back-to-industry opportunities for teachers/instructors to help them stay current with industry trends, enhance curriculum appropriately, and integrate work-based learning into their programs.

(SOURCES: SBE Strategic Plan/DPI Priority Goals, BEST NC Working Group Recommendations)

OUTCOME: Instructors will gain and maintain relevant current skills sets that can be applied in their educational program areas.

ACTION STEP 4.B.i. Drawing on existing best practices, work with industry partners to develop a portfolio of immersion in industry experiences.

(SOURCES: SBE Strategic Plan/DPI Priority Goals, BEST NC Working Group Recommendations)



Governor McCrory and Caterpillar Welding Apprentices Graduates

OBJ. 4.C. Develop new or enhance existing pathways through NCWorks Career Pathways that include work-based learning opportunities.

(SOURCE: State Board of Education Strategic Plan/DPI Priority Goals and Activities)

OUTCOME: NC Career Pathways that include relevant work-based learning will ensure students obtain necessary soft and technical skills required by NC business and industry.

ACTION STEP 4.C.i. Provide professional development that supports alignment between curricula, prepares students to be globally competitive, and supports integration with work-based learning opportunities.

(SOURCE: State Board of Education Strategic Plan)

ACTION STEP 4.C.ii. Partner with business, industry and educational partners to prepare students to be Career or College Ready by including business in curriculum development, pathways implementation, and work-based learning.

(SOURCE: State Board of Education Strategic Plan)

GOAL #5: IMPROVE CAREER AWARENESS AND MAPPING.

OBJ. 5.A. Coordinate career and educational services, improve the clarity of information about viable career opportunities, and encourage development of/enrollment in career pathways.

(SOURCE: Commission on Workforce Development Strategic Plan)

OUTCOME: Uniform career awareness and mapping information and services developed and implemented on the state and local levels to increase enrollment in high-demand sectors.

ACTION STEP 5.A.i. Establish a baseline asset map of current career awareness and mapping information and services.

ACTION STEP 5.A.ii. Develop a plan to target resources across the workforce development spectrum to support the development and dissemination of career and college awareness and pathway information to students, parents, adult learners and workforce professionals. (Share via multiple channels, e.g., Career and College Promise, an expansion of NCWorks Online and other state and local communications/outreach channels.)

(SOURCES: NCWorks Strategic Action Plan, BEST NC Proposed NC Education Vision)

ACTION STEP 5.A.iii. Develop consistent, timely information on careers and pathways to success, factoring in information from economic development, research and business.

(SOURCE: Commission on Workforce Development Strategic Plan)

ACTION STEP 5.A.iv. Ensure the delivery of consistent information and uniform branding related to career awareness information by developing templates for use on the local level.

OBJ. 5.B. Provide timely academic and career information and intrusive, “early warning” advising to help students prepare for success in quality careers through continuous learning and skill improvement.

(SOURCE: UNC System Strategic Plan)

OUTCOME: Increase the number of career coaches and track the success of coaches by measuring the retention, success and employment rates of the students who receive coaching.

ACTION STEP 5.B.i. Work with education and workforce partners to identify resources to support career coaching, beginning in middle school.

(SOURCE: State Board of Education Strategic Plan)

ACTION STEP 5.B.ii. Identify and communicate best practices in career coaching at each level of the educational pathway, beginning in middle school.

ACTION STEP 5.B.iii. Ensure that both interest and aptitude are assessed as part of the career mapping and pathway models.

GOAL #6: INCREASE OPPORTUNITIES FOR COLLEGE ACCESS WHILE KEEPING EDUCATION AND TRAINING AFFORDABLE.

(SOURCE: NC Chamber Plan)

OBJ. 6.A. Establish and strengthen policies and practices that provide increased opportunities for

students and adult learners to enter into and proceed successfully through career pathways leading to a post-secondary credential and into a quality career.

(SOURCE: NC Chamber Plan)

OUTCOME: Increase the number of students in career pathways, shorten their time to completion/success/credential and employment; decrease student debt.

ACTION STEP 6.A.i. Promote Career and College Promise to give high school students a jump start on higher education and possible reduction in time/cost at higher education institutions.

ACTION STEP 6.A.ii. Expand 12th-grade and summer “bridge” programs.

(SOURCE: UNC System Strategic Plan)

ACTION STEP 6.A.iii. Identify and implement various strategies to reduce the percentage of students needing remediation in post-secondary education.

(SOURCE: State Board of Education Strategic Plan)

ACTION STEP 6.A.iv. Incent community colleges to promote movement of students from training programs into degree programs, e.g., via articulation of continuing education to curriculum, and articulation of credit for prior experience/learning.

ACTION STEP 6.A.v. Assess and evaluate the effectiveness of career pathways by obtaining and providing data/information at agreed-upon points along the pathway, including feedback from employers on employee-readiness and from higher education on student readiness.

ACTION STEP 6.A.vi. Track and compare student debt for the general student population vs. those in programs designed to accelerate education/training and save students money.

OBJ. 6.B. Address the unique needs of current and prospective students to help them succeed in education and careers.

OUTCOME: Improved enrollment, completion and retention rates.

ACTION STEP 6.B.i. Ensure course design and delivery models -- including use of appropriate technology, course length and course offerings and scheduling -- fit student and employer needs.

ACTION STEP 6.B.ii. Re-enroll students who have completed some college but have not earned a credential with an emphasis on those in identified critical careers/career clusters.

(SOURCE: UNC System Strategic Plan)

OBJ 6.C. Improve and expand education and training opportunities for veterans and for currently serving military personnel.

(SOURCE: UNC System Strategic Plan)

OUTCOME: Increase the number and the success rate (i.e., credentials, employment) of veterans in education and training programs.

ACTION STEP 6.C.i. Expand flexible course delivery options, connect college credit to military experience, and increase academic and career coaching with a focus on military and veteran populations.

(SOURCE: UNC System Strategic Plan)

OBJ. 6.D. Work with education and workforce partners to minimize students' community college costs, and identify and overcome barriers to college access.

(SOURCE: State Board of Education Strategic Plan)

OUTCOME: Net education and training costs to students are reduced; college and training enrollment increases, overall and for hard-to-reach populations such as first-generation college students, veterans, youth, and adults with low literacy skills, disabilities or facing life challenges.

ACTION STEP 6.D.i. Undertake a policy analysis to identify barriers to access, including but not limited to education costs, wrap-around costs (transportation, books, testing and credentialing, child care, etc.), and non-financial barriers, and work in collaboration with workforce, education and nonprofit partners to mitigate barriers.

ACTION STEP 6.D.ii. Pursue braided funding solutions to meet the needs of students/prospective students.

ACTION STEP 6.D.iii. Track state and federal program changes that could impact education and training affordability, and ensure that support through Workforce Innovation and Opportunity Act (WIOA) programs is connected with community college financial aid resources.

GOAL #7: PROMOTE DEMAND-DRIVEN AND DATA-INFORMED DECISION MAKING AND EVALUATION TO MORE EFFECTIVELY MEET WORKFORCE CUSTOMER NEEDS AND ENHANCE SYSTEM ACCOUNTABILITY.

OBJ 7.A. Use input from the business community and analysis of data to make informed decisions and build a globally competitive workforce.

(SOURCE: NC Jobs Plan)

OUTCOME: Education/training and other workforce services are market-responsive and prepare individuals with the knowledge and skills for high-skill, high-wage, and high-demand jobs and careers.

ACTION STEP 7.A.i. Work with partners to develop a coordinated approach of identifying targeted career clusters and other definitions of demonstrated economic/workforce need.

(SOURCE: NCWorks Strategic Action Plan)

ACTION STEP 7.A.ii. Work with partners to develop supply and demand analyses and identify skills gaps to help meet business talent pipeline needs.

ACTION STEP 7.A.iii. Evaluate credential attainment goals pertaining to industry-recognized credentials and degrees to ensure appropriate alignment to economic needs.

(SOURCE: UNC System Strategic Plan)

ACTION STEP 7.A.iv. Work with partners to use information from employers, research on short- and long-term economic needs, and research on career pathways to establish needed classes and programs in high schools, community colleges, universities and workforce programs.

(SOURCES: NCWorks Strategic Action Plan, Jobs Plan)

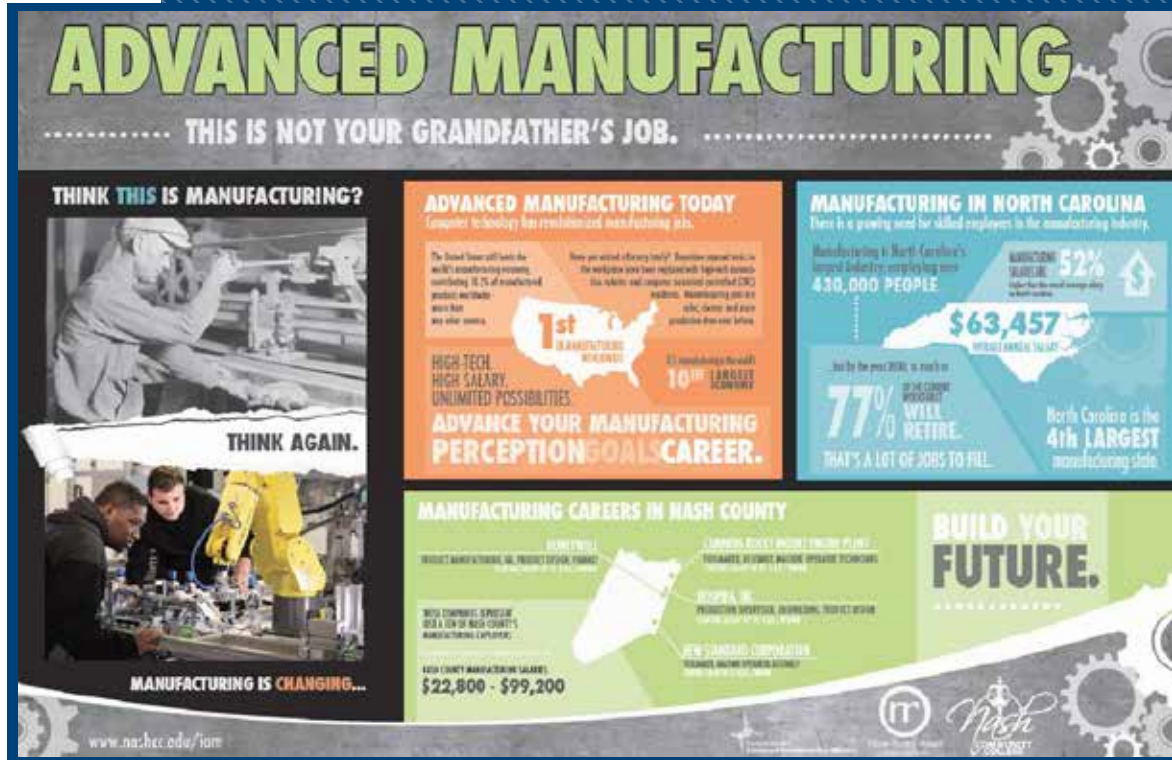
ACTION STEP 7.A.v. Establish protocols and research tools for periodic reassessment of workforce needs to ensure that educational and workforce programming stays current and reflects changes in career fields and technology.

(SOURCE: State Board of Education Strategic Plan)

OBJ. 7.B. Integrate and use education and workforce



"Crayons on Campus" at James Sprunt Community College



Nash-Rocky Mount Public Schools & Nash Community College

data to inform policy, track progress and measure success.

(SOURCE: NCWorks data concept, aimed at customers)

(SOURCE: NGA Policy Academy Proposal)

OUTCOME: Education and workforce data that is accessible and used systematically to assess and improve services for customers.

ACTION STEP 7.B.i. Target resources toward helping individuals gain the skills, credentials and experience for in-demand occupations.

(SOURCES: NCWorks Strategic Action Plan, Jobs Plan)

ACTION STEP 7.B.ii. Add metrics based on consistently collected feedback from customers to strengthen the workforce development system.

(SOURCE: NCWorks Strategic Action Plan)

ACTION STEP 7.B.iii. Pilot data sharing between third-party industry certification providers and NC workforce development partners in order to determine the value of certifications to industry and students.

(SOURCE: NCWorks Strategic Action Plan)

ACTION STEP 7.B.iv. Establish processes for education/workforce partners to access analysis of the employment and wage outcomes of their programs.

OBJ. 7.C. Help adults, youths and businesses access clear and consistent analyses to make informed career and business decisions.

OUTCOME: Data and information made easily available to customers and offering a consistent picture of careers and the labor market.

ACTION STEP 7.C.i. In the short-term, work with partners to identify and use a set of aligned, business-vetted career information for career guidance and counseling that provides students, job-seekers and others with consistent information.

ACTION STEP 7.C.ii. In the longer-term, work with partners to develop a single portal for career information.

(SOURCE: NCWorks Strategic Action Plan)

ACTION STEP 7.C.iii. Promote consistent career information through professional development for guidance/career counselors, workforce development career development facilitators, and others.

ACTION STEP 7.C.iv. Make labor market information more readily available to employers, online and via unified business service teams.

GOAL #8: STRENGTHEN THE FOUNDATIONS OF SUCCESS FOR WORKFORCE DEVELOPMENT.

(SOURCE: NCWorks Strategic Action Plan)

OBJ 8.A. Ensure that North Carolina has the nation's most talented, collaborative professionals to support workforce development.

OUTCOME: Top-rate professional development and human resource management that reinforce teamwork and raise the bar for the field.

ACTION STEP 8.A.i. Drawing on research, best practices and collaborative protocols, offer joint training to educators/workforce professionals on business engagement, aligning instruction, career awareness, and other Align4NCWorks themes.

(SOURCES: State Board of Education Strategic Plan/DPI Priority Goals, NCWorks Strategic Action Plan)

ACTION STEP 8.A.ii. Increase industry-driven training of educators/workforce professionals.

ACTION STEP 8.A.iii. Develop and implement strategies to recruit, retain and groom effective, collaborative leaders, workforce team members and educators at community colleges and throughout the workforce system.

(SOURCE: BEST NC Education Vision)

ACTION STEP 8.A.iv. Promote credentialing and career ladders within the education/workforce development field.

ACTION STEP 8.A.v. Use performance management tools and awards to reward community college and other workforce professionals that collaborate effectively and promote NCWorks principles.

OBJ. 8.B. Develop the organizational tools, structures and cross-agency protocols needed to implement Align4NCWorks and support the vision of NCWorks.

OUTCOME: Best practices, interagency agreements, workforce development protocols, system-wide communications, and collaborative planning and grants.

ACTION STEP 8.B.i. With top-level partner support and in consultation with staff of similar strategic planning efforts, establish Align4NCWorks committees and project management protocols to ensure aligned follow-through on strategic plans.

ACTION STEP 8.B.ii. Collect, research and regularly update NC collaborative workforce development best practices to support scaling up of innovation.

(SOURCES: BEST NC Vision, NCWorks Strategic Action Plan)

ACTION STEP 8.B.iii. Use interagency work groups and interagency agreements to clarify organizational roles and ensure effective service delivery.

ACTION STEP 8.B.iv. Develop and encourage local adoption of protocols for workforce functions that



Wake Technical Community College and Hotel and Hospitality Industry Partners

involve multiple partners, require clarified roles, or require consistency across the state.

ACTION STEP 8.B.v. Establish a cross-agency, multi-level team to enhance communications about workforce development for state partners, community colleges, other local partners and workforce development "allies."

ACTION STEP 8.B.vi. Actively participate in federal Workforce Innovation and Opportunity Act (WIOA) unified planning and other collaborative planning opportunities, and work with partners to pursue grant opportunities to support the NCWorks/Align4NCWorks vision.

COLLABORATIVE IMPLEMENTATION

After partner and State Board of Community Colleges support has been secured for the Align4NCWorks “plan of plans,” an interagency Project Management Team will be established to structure and launch plan implementation. The Project Management Team will offer recommendations to Align4NCWorks staff about the plan implementation process, timeline and milestones, Implementation Teams needed to carry out action steps, and tracking of progress and outcomes.

The Project Management Team will advise on how to coordinate with existing plans’ implementation processes, avoiding duplication of effort. For example, if an action step is already being pursued by a partner, the Align4NCWorks Project Management Team may simply name a liaison to that group to follow that partner’s committee work. If there is no other group addressing an action step, the Project Management Team would recommend program leaders and other Subject Matter Experts from the local and state levels to serve as members on an interagency Implementation Team. The Project Management Team will also advise on how to organize action steps and objectives under Implementation Teams and set up communication channels across Implementation Teams to address cross-cutting strategies (e.g., integrating input derived from employer engagement strategies in demand-driven processes and using that information to drive curriculum development).

The specific project management structure and process will be established by Align4NCWorks staff in consultation with the interagency Project Management Team, identifying point people, milestones and timelines, and establishing a follow-up process to ensure that action steps are implemented. The State Board of Community Colleges and its Strategic Planning Committee will review Align4NCWorks progress at least quarterly throughout the implementation process and offer recommendations to strengthen the plan’s impact. The formal implementation process will continue through June 2018, when a full summary of progress will be developed and shared with partners. As with SuccessNC and other community college strategic initiatives, informal work will continue beyond the formal strategic plan time period.

Vision without action is meaningless. To achieve the bold goals we see across strategic plans for workforce development, education and economic development, collective and coordinated action is needed. The Community College System is glad to be a partner in others’ plans and welcomes partners to our table.



Brunswick Community College Economic Development Corporation

COLLABORATIVE IMPLEMENTATION

Process Steps	Timeframe	Owners
Validation of Commitments	May 4 – May 15, 2015	President Align4NCWorks Team (A4NCW) State Board
Communications Initial blitz	June 2015	A4NCW System Leadership Workforce Partners
Group meetings Associations Newsletters	June – August 2015	
Team Creation Identify & Establish a Project Management Team & Implementation Teams	June 15 – Early July 2015	A4NCW
Meetings	Late July 2015 On-going	Project Management Team
Actions Frame structure Develop baseline & Metrics Establish & Agree Upon Protocols Scale practices	Mid-July - Late July 2015	A4NCW Project Management Team
Implementation	July 2015- June 2018	Implementation Teams
Accountability Quarterly Updates Evaluation/Final Report, including metrics	July 2015 - June 2018	State Board Strategic Planning Committee President A4NCW Project Management Team



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APPENDIX I: WORKFORCE LEARNING SUMMIT PRESENTATIONS AND PRESENTERS

Alamance Community College

[Lean/Six Sigma Program](#)

Dr. Algie C. Gatewood, President

Jeff Bright, Assistant to the President for Business/Industry Services

Asheville-Buncombe Technical Community College

[Craft Beverage Institute of the Southeast](#)

Dr. Dennis F. King, President

Melissa Quinley, Vice President of Instruction

Shelley White, Sr. Executive Director of Economic & Workforce Development/CE

Mike Rangel, President, Asheville Brewing Company

Beaufort County Community College

[Extreme Partnering for High Stakes Training](#)

Dr. Barbara Tansey, President

Lauren Dudley, Customized Training Coordinator

Lou Stout, Director of Workforce Initiatives

Bladen Community College

[Relationship Building: Bladen County Schools and Bladen Community College](#)

Dr. William Findt, President

Jeff Kornegay, Executive Vice President

Dr. Robert P. Taylor, Superintendent of Bladen County Schools

Blue Ridge Community College

[Changing the Misconceptions of Manufacturing Careers](#)

Dr. Molly A. Parkhill, President

Julie Thompson, Vice President for Economic and Workforce Development

Shanda Bedoian, Director Corporate and Customized Training

Chris English, Dean for Applied Technologies

Pete Szelwach, Plant Manager, Clement Pappas

Dr. Helen Owen, Career Technical Education Director, Henderson County Public Schools

Brunswick Community College

[Economic Development Partnership of Brunswick County](#)

Dr. Susanne Adams, President

Velva Jenkins, Vice President of Continuing Education

George Yu, Director of Customized Training

Eli Smith, Manager, Division of Workforce Solutions/Brunswick Career Center

Scott Adams, Plant Manager, Victaulic of America, Inc.

Gordon Corlew, Vice President, Lee Controls

Caldwell Community College and Technical Institute

[Community College-Public School Collaboration, Middle School through Community College](#)

Dr. Kenneth Boham, President

Mark Poarch, Executive Vice President

Margaret Hampson, Vice President, Curriculum and Adult Education

Carol Burns, Associate Superintendent for Educational Program Services, Caldwell County Schools

Katrina McEllen, High School Education Director, Caldwell County Schools

David Fonseca, Interim Superintendent, Watauga County Schools

Marshall Gasperson, Principal, Watauga High School

Cape Fear Community College

[*Customized Training for GE Hitachi*](#)

Dr. Ted Spring, President
Mary Tillery, Customized Training Coordinator
Wes Gubitz, Instructor
Adam Hilton, GE Hitachi Representative
Brad Beard, GE Hitachi Representative
Allison Brotman, GE Hitachi Representative
Adam Humphreys, GE Hitachi Representative

Carteret Community College

[*Partners for Healthcare Workforce Development*](#)

Dr. Kerry L. Youngblood, President
Laurie Freshwater, Health Sciences Division Director
Beth Beswick, Vice President, Human Resources, Carteret General Hospital
Tammy Childers, Executive Director, Eastern Carolina Workforce Development Board

Catawba Valley Community College

[*Education Matters in Catawba County*](#)

Dr. Garrett Hinshaw, President
Tracy Hall, Director, Education Matters
Scott Regenbogen, Research & Development Specialist, Manufacturing Solutions Center
Trina Williams, Career & Technical Education Coordinator, Hickory Public Schools

Central Carolina Community College

[*Central Carolina Works*](#)

Dr. T.E. Marchant, President
Dr. Phillip Price, Chief Financial Officer
Dr. Pamela G. Senegal, Vice President, Economic and Community Development

Central Piedmont Community College

[*Building Talent Pipelines through Registered Apprenticeship*](#)

Dr. Tony Zeiss, President
Chris Paynter, Dean of STEM
Jill Lutz, Interim Associate Dean-Workplace Learning
Mike Realon, Career Development Coordinator, Olympic High School
Dawn Braswell, Training Coordinator, Siemens
Wendy Whitaker, Human Resources Assistant, HAWE Hydraulics
Joanna Gentry, Apprentice, HAWE Hydraulics
Daniel Gonzales, Apprentice, HAWE Hydraulics

Cleveland Community College

[*Cleveland County Work Ready Certificate*](#)

Dr. L. Steve Thornburg, President
Ken Mooney, Vice President, Continuing Education

Coastal Carolina Community College

[*Trades Day Champions*](#)

Dr. Ronald K. Lingle, President
Marianne Herring, Division Chair, Industrial and Applied Technology
John Shannon, Director for Career & Technical Education, Onslow County Schools

College of The Albemarle

[*Start Now -- Following the S.A.M.E. Pathway: A Unique Framework of Social, Academic and Moral Education*](#)

Dr. Kandi Deitemeyer, President

Timothy Sweeney, Dean, Dare County Campus

Craven Community College

[*Customized Training Robotics and Apprenticeship Program with B/S/H*](#)

Dr. Catherine Chew, President

Eddie Foster, Director of Customized Training

John Wilson, Director of Human Resources, B/S/H

Davidson County Community College

[*Strategic Articulation of Credit for Non-credit Course Completion*](#)

Dr. Mary Rittling, President

Jeannine Woody, Vice President of Academic Programs and Services

Rodney Jackson, Dean, School of Business, Engineering, and Technical Studies

Jonathan Thill, Associate Dean of Continuing Education, School of Business, Engineering, and Technical Studies

Pamela Short, Associate Dean, School of Business, Engineering, and Technical Studies

Durham Technical Community College

[*I EARN Initiative \(Industry-driven, Education, Apprenticeship, Resume-Building, Networking\)*](#)

Dr. William Ingram, President

Dr. Peter W. Wooldridge, Vice President, Corporate and Continuing Education

Pamela Howze, Merck Training Director

Kevin Dick, Executive Director, Durham Workforce Development Board

Edgecombe Community College

[*Bridges to Employment*](#)

Dr. Deborah L. Lamm, President

Mark Faithful, Dean of Corporate and Community Development

Dr. Stan Garren, Dean of Industrial Programs

George Anderson, Customized Training Director

Keith Jordan, Plant Operations Manager, Keihin

Fayetteville Technical Community College

[*Associate in Collision Repair Industry Technology*](#)

Dr. Larry Keen, President

Paul Gage, I-CAR(Inter-Industry Conference on Auto Collision Repair) Director

Steve McGlothlin, Vice President of Business Development, Gerber Collision and Glass

Forsyth Technical Community College

[*Advanced Manufacturing @ Forsyth Tech*](#)

Dr. Gary Green, President

Gaston College

[*Closing the Interest Gap: Engaging the Future Workforce*](#)

Dr. Patricia Skinner, President

Guilford Technical Community College

[CNC Machinist Training Program](#)

Dr. Randy Parker, President

Steve Castelloe, Director of Business and Industry Training

Lance Kress, Director of Training, Machine Specialties, Inc.

Lillian Plummer, Executive Director, Greensboro/High Point/Guilford Workforce Development Board

Halifax Community College

[Collaboration --The Key to Success in Workforce and Economic Development Initiatives](#)

Dr. Ervin Griffin, President

Dr. Vera Palmer, Dean of Continuing Education, Community Services and Workforce Development

Larry Crisafulli, Business and Industry Coordinator

Cathy Scott, Executive Director, Halifax County Economic Development Commission

Tommy McKnight, Manager, NCWorks Career Center

Michael Williams, Executive Director, Turning Point Workforce Development Board

Haywood Community College

[Career & College Promise - Computer Integrated Machining & Electronics Engineering Technology and Increasing Female Enrollment](#)

Dr. Barbara Parker, President

Dr. Deborah Porto, Interim Executive Director Workforce Development

Doug Burchfield, Industry Training Coordinator

Dr. Anne Garrett, Superintendent, Haywood County Schools

Matt Heimberg, High School Programs Coordinator

Isothermal Community College

[Workforce Enhancement through Targeted Outreach to Schools](#)

Mr. Walter Dalton, President

Dr. Kim Gold, Vice President of Academic and Student Services and Institutional Assessment

Mike Gavin, Director of Marketing and Community Relations

James Sprunt Community College

[Seamless Education: A District-Wide Early College Approach from Pre-K to College](#)

Dr. Lawrence L. Rouse, President

June Davis, Vice President of Curriculum Services

Dr. Austin Obasohan, Superintendent, Duplin County Schools

Kevin Smith, Chief Officer for District-Wide Early College and Professional Development, Duplin County Schools

Tarla Smith, Executive Director of Career & Technical Education, JROTC, and Innovative Programs, Duplin County Schools

Dawn Craft, Executive Director of Public Relations and Grant Writing, Duplin County Schools

Johnston Community College

[Turnaround Training for Biotech Industries](#)

Dr. David N. Johnson, President

Joy Callahan, Dean of Economic & Community Development

Leslie Holston, Director of Biotechnology

Tonya Pridgen, Director of Customized Training

Donna Steele, Performance Development, Grifols

Lenoir Community College[*Spirit AeroSystems Customized Training Project*](#)

Dr. Brantley Briley, President

Bobby Merritt, Director of Workforce Development

Martin Community College[*Collaborative Workforce Development*](#)

Dr. Ann R. Britt, President

Billy Barber, Assistant to the President for Business & Industry

Marvin Davis, Executive Director, Martin County Economic Development Corporation

Wayne Rollins, Workforce Business Services Manager, Region Q Workforce Development Board

Louis Ward, WIA (Workforce Investment Act) Consultant, NCWorks Career Center

Mayland Community College[*Developing the Agricultural Economy*](#)

Dr. John C. Boyd, President

Tres Magner, III, Yancey County Extension Director, North Carolina Cooperative Extension Service

McDowell Technical Community College[*Partnering for Progress \(Universal Advanced Manufacturing Center\)*](#)

Dr. Bryan Wilson, President

Chuck Abernathy, County Manager, McDowell County

Jerry Broome, NCWorks Career Center Coordinator, McDowell Technical Community College and President

Ex-Officio, McDowell County Chamber of Commerce

Josh Kennedy, Get the Not Out Coordinator

Mitchell Community College[*Teaching for Jobs*](#)

Dr. James T. "Tim" Brewer, President

John Marek, Business Retention and Expansion, Statesville Regional Development

Montgomery Community College[*Apprenticeship Montgomery*](#)

Dr. Mary Kirk, President

Robin R. Coates, Dean, Continuing Education

John Coyle, Human Resources Manager, Jordan Lumber Company

Nash Community College[*Developing an Effective K-20+ Pipeline*](#)

Dr. William Carver, President

Dr. Trent Mohrbutter, Vice President of Instruction and Chief Academic Officer

Wendy Marlowe, Associate Vice President, Corporate and Economic Development

Pam Lewis, Career and Technical Education Director, IAM Academy

Mark Striemer, Director of Machining, Cummins RMEP

Pamlico Community College[*Growth and Employment in Pamlico County*](#)

Dr. Cleve H. Cox, President

Sandy Johnson-Clark, Director of Small Business Center

Richard Garrett, Chair of Continuing Education, Construction and Industrial Programs

Dr. María Fraser-Molina, Vice President, Instructional Services/Chief Academic Officer

Piedmont Community College

[*Workforce Certification Academy Training Programs*](#)

Dr. Walter C. Bartlett, President

Dr. Doris Carver, Vice President, Continuing Education; Interim Vice President, Instruction and Student Development

Tommiann Hill, Dean, Workforce Development

Pitt Community College

[*Partners for Pre-Hire Solutions*](#)

Dr. G. Dennis Massey, President

Mary Paramore, Director of Business and Industry

Randolph Community College

[*Adding Workforce Development Leadership Position and Revamping Corporate and Continuing Education*](#)

Dr. Robert S. Shackelford Jr., President

Elbert Lassiter, Vice President for Workforce Development and Continuing Education

Fred Richey, Vice-President, Technimark

Doug Kemp, Vice-President, Klaussner Furniture Industries

Richmond Community College

[*Electric Utility Substation and Relay Technology Program*](#)

Dr. Dale McInnis, President

Roanoke-Chowan Community College

[*Training Employees to be Certified Emergency Responders*](#)

Dr. Michael Elam, President

Fred Curley, Director of EMS Services

Terry Hairston, Environmental Manager, Nucor

James Broglin, Director, Hertford County EMS

Robeson Community College

[*BOOST @ RCC*](#)

Dr. Pamela Hilbert, President

Vanessa Cogdell, Director of BOOST

Rockingham Community College

[*Working to Meet the Workforce Needs of North Carolina's North Star*](#)

Dr. Michael Helmick, President

Perry Hughes, Department Chair, Career and Technical Education

Rowan-Cabarrus Community College

[*Navigate Forward: Talent Management System*](#)

Dr. Carol Spalding, President

Jessica Ijames, Community Engagement Manager, Novant Health Rowan Medical Center

Sampson Community College

[*Supporting Agri-Business in Sampson County*](#)

Dr. Paul Hutchins, President

Dr. Steve Mathis, Division Chair, Occupational Programs

Ann Butler, Dean, Continuing Education

Stephen Herring, Area Manager, National Pork Board

Sandhills Community College[*Situs and Sandhills Community College*](#)

Dr. John R. Dempsey, President

Alan Duncan, Associate Dean of Continuing Education and Director, Business and Industry Services

Kirk Lynch, Department Chair, Management and Business Technologies

Nicole Bozich, Partner, Situs Companies

South Piedmont Community College[*Building Programs from an Industry Perspective*](#)

Dr. Stan Sidor, President

Dr. Marie Lander, Dean of Applied Science and Technology

Robert James, General Superintendent Maintenance, ATI

Heather Russell, ATI

Southeastern Community College[*Project PRIME: Plastics Resources in Manufacturing Excellence*](#)

Dr. Kathy Matlock, President

Beverlee Nance, Vice-President Workforce and Community Development

Lauren Cole, Acting Vice-President of Academic Affairs

Mark Lennon, Director of Industrial and Workforce Training

Teresa Triplett, Dean of Workforce and Community Development

Margie Parker, Workforce Development Director, Cape Fear Workforce Development Board

Dale Guyton, Operations Supervisor, National Spinning, Inc.

Southwestern Community College[*Harrah's Table Games Training*](#)

Dr. Don Tomas, President

Sonja Haynes, Dean of Workforce and Economic Development

Scott Sutton, Director of Occupational Training

Adam West, Vice-President of Casino Operations-Harrah's Cherokee Casino

Tripp Wall, Tables Games Supervisor-Harrah's Cherokee Casino

Jason Queen, Table Games Dealer-Harrah's Cherokee Casino

Dale West, Manager, Division of Workforce Solutions, NC Department of Commerce

Stanly Community College[*CAFÉ - Career Academy for Educators*](#)

Dr. Brenda S. Kays, President

Melissa Eudy, Director of Outreach

Marion Kinley, Economic Development Director

David Hollars, Executive Director, Centralina Workforce Development Board

Lori Poplin, Human Resources Director, Stanly Engineered Fastening

Surry Community College[*Business and Industry Model*](#)

Dr. David Shockley, President

Dr. George Sappenfield, Vice President of Continuing Education

Sam Brim, Director of Business and Industry Services

Tri-County Community College

[*Snap-on and Tri-County Community College: Amplifying Relationships into Success*](#)

Dr. Donna Tipton-Rogers, President

Dr. Steve Wood, Vice President for Instruction and Institutional Effectiveness

Robert (“Bo”) Gray, Vice President for College and Community Initiatives

Paul Worley, Director of Economic and Workforce Development

Vance-Granville Community College

[*The Advanced Manufacturing Skills Center and Manufacturing Skills Training Alliance Initiative*](#)

Dr. Stelfanie Williams, President

Dr. Angela Ballentine, Vice President, Academic and Student Affairs

Eddie Ferguson, Director of Endowment Fund

Wake Technical Community College

[*START: Hospitality*](#)

Dr. Stephen Scott, President

Sameer Pawa, Instructor/Coordinator

Anthony Caison, Vice President, Continuing Education

Mike Martino, General Manager, Sheraton Imperial Durham, START Advisory Committee Member

Karen Braxton, former WTCC student, current employee at Sheraton Imperial

Wayne Community College

[*WORKS: A Model Approach for a Work Ready Community*](#)

Dr. Kay Albertson, President

Diane Ivey, Executive Director, Business and Industry Center

Mike Haney, Existing Industry Specialist and Vice-President, Wayne County Economic Development Alliance

Western Piedmont Community College

[*Addressing the Skills Gap: Advanced Manufacturing Maintenance Technicians*](#)

Dr. Jim Burnett, President

Nick Saturno, Coordinator, Customized Training & Development

Michael Daniels, Dean of Science, Engineering and Mathematics

Jennifer Nicholes, Human Resources Director, Sypris Technologies; Co-Chair, Burke Manufacturers Executive Council

Carson Copeland, Chief Operating Officer, Valdese Weavers

Wilkes Community College

[*Recruit-Screen-Train Model*](#)

Dr. Gordon Burns, President

Ginger Shaffer, Chair of Workforce Development

Rick Roten, Business Services Representative

Craig Larson, Talent Acquisition Manager, Lowe’s

Karen Huffman, Contact Center Recruiter, Lowe’s

Sharon Nellenbach, Human Resources Generalist, Brock and Scott

Wilson Community College

[*Wilson Academy of Applied Technology \(WAAT\)*](#)

Dr. Rusty Stephens, President

Sean Bulson, Superintendent, Wilson County Schools

APPENDIX II: ALIGN4NCWORKS BEST PRACTICE/INNOVATION COLLECTION FORM

Summaries: www.nccommunitycolleges.edu/align4ncworks/innovations

Community College:

Innovation/Best Practice Title:

In 100 words or less (about one paragraph), **how would you summarize your innovation/best practice?**

DETAILS

Beginning with the **problems or opportunities** that faced your college and its customers, describe how your innovation/best practice was **developed**, which partners have played which **roles**, and what **strategies** your college and partners have implemented as part of the innovation/best practice.

(Suggest about 150 to 400 words – ½ to 1 page.)

When did implementation begin? (month/year):

Types of partners involved in the innovation (mark all that apply):

Business/Industry (direct involvement)

Economic Development

Workforce Development Board

Career Center

Public Schools

Nonprofit organization(s)

University

Other (list):

What has been the **impact** of the innovation/best practice? What have been the **outcomes for customers?** (Include data.)
What other positive impacts have there been?

What were the **funding sources** (amount from each source), and what was the total budget for the time period?

REFLECTIONS

How is this an innovation/best practice?

What lessons were learned from the innovation/best practice? (Include lessons for avoiding pitfalls and incorporating approaches that worked well.)

How is this strategy **scalable**?

RESOURCES

Workforce Learning Summit Presenters (names, titles, organizations):

Links to any further information on the innovation/best practice (e.g., website address or video link):

For further information:

Innovation Contact – Name & Title:

Email:

Phone:

APPENDIX III: SOURCE PLANS AND LINKS

NCWorks Commission (formerly known as the NC Commission on Workforce Development):

Preparing North Carolina's Workforce for Today and Tomorrow: Strategic Action Plan, 2014-16 (Strategic Plan approved by the NCWorks Commission in February 2015) - <https://www.nccommerce.com/Portals/11/Documents/NCWorks%20Commission/SAP%20Final%20with%20updated%20letter%203-10-15.pdf>

Preparing North Carolina's Workforce for Today and Tomorrow: Strategic Plan, 2014-16 (Strategic Plan approved by the Commission on Workforce Development in March 2014) <http://www.nccommerce.com/Portals/11/Documents/Commission/Commission%20on%20Workforce%20Development%20Strategic%20Plan%202014-16.pdf>

NC Economic Development Board:

North Carolina Jobs Plan: Recommended Strategies for Economic Growth, 2014-2024 (December 2013) - http://www.nccommerce.com/Portals/0/Documents/AboutOurDepartment/BoardsCommissions/NC%20Jobs%20Plan%20Report_Final.pdf

NC State Board of Education/NC Department of Public Instruction:

State Board of Education Strategic Plan (updated November 2014) and related "Divisional Priority Goals and Activities 2014-15" – www.ncpublicschools.org/performance

NC Chamber Plan:

North Carolina Vision 2030: Four Pillars of a Secure Future (September 2013) - "Education and Talent Supply" listed as Pillar One

University of North Carolina System Strategic Plan:

Our Time, Our Future: Strategic Directions, 2013-18 (February 2013) - https://www.northcarolina.edu/sites/default/files/strategic_directions_2013-2018_0.pdf

BEST NC (Business for Educational Success and Transformation):

Business/Education Partnerships work group recommendations (December 2014) and draft "Proposed North Carolina Education Vision – For Discussion" (February 2015)

NC Governor's Office/NCWorks Partner Agencies:

Proposal for National Governors Association (NGA) Policy Academy Grant for Aligning the Education and Training Pipeline to the Needs of the Economy (2014)

APPENDIX IV: ALIGN4NCWORKS PARTNERS AND WORK GROUP MEMBERS

Partner and Work Group Members

Stephen Barrington, Capital Area Workforce Development Board
 Wesley Beddard, NC Community College System
 Brady Bender, Governor's Office
 Brenda Berg, BEST NC
 Kip Blakely, HAECO Americas/NCWorks Commission
 Leslie Boney, UNC General Administration
 Barbara Boyce, NC Community College System
 Nicole Bozich, Situs
 Kirk Bradley, Lee-Moore Capital Company
 Dawn Braswell, Siemens
 Sue Breckenridge, NC Business Committee for Education
 Shannon Brown, Caldwell Community College and Technical Institute
 Courtney Burns, NC Community College System
 Captain Matthew Burdett, US Army
 Joy Callahan, Johnston Community College
 Vail Carter, Centralina Workforce Development Board
 Dr. Doris Carver, Piedmont Community College
 Kathryn Castellones, Division of Workforce Solutions/NC Department of Commerce
 Dr. Lisa Chapman, NC Community College System
 Phyllis Chavis, Regeneration Development Group
 Christy Cheek, Buncombe County Schools
 Tammy Childers, Eastern Carolina Workforce Development Board
 Dion Clark, Division of Workforce Solutions/NC Department of Commerce
 Robin Coates, Montgomery Community College
 Will Collins, Division of Workforce Solutions/NC Department of Commerce
 Korey Coon, Caterpillar/NCWorks Commission
 June Davis, James Sprunt Community College
 Jeff DeBellis, LEAD/NC Department of Commerce
 Michael Dempsey, Asheville-Buncombe Technical Community College
 Marjorie Donaldson, NC Department of Health and Human Services
 Chris Droessler, NC Public Schools
 Lew Ebert, NC Chamber
 Susan Fleetwood, NC Department of Commerce
 Bill Fortney, Craven Community College
 Paul Gage, Fayetteville Technical Community College
 Nancye Gaj, NC Community College System
 Dan Gerlach, Golden LEAF
 Kasey Ginsberg, Governor's Office
 John Goodman, NC Chamber
 Wes Gubitz, Cape Fear Community College
 Eric Guckian, Governor's Office
 Althea Hairston, Northwest Piedmont Workforce Development Board, TriadWorks
 Tracy Hall, Catawba Valley Community College/Education Matters
 Dr. Garrett Hinshaw, Catawba Valley Community College
 Jo Anne Honeycutt, NC Public Schools
 Pamela Howze, Division of Workforce Solutions/NC Department of Commerce
 Janice Ivey, Division of Workforce Solutions/NC Department of Commerce
 Diane Ivey, Wayne Community College
 Bob James, ATI Allvac
 Velva Jenkins, Brunswick Community College
 Gloria Jones, Vidant Roanoke-Chowan Hospital
 Keith Jordan, Keihin
 Jackie Keener, LEAD/NC Department of Commerce
 Hardin Kennedy, Wilkes Community College
 Marion Kinley, Stanly Community College
 Elizabeth Kurzer, Division of Workforce Solutions/NC Department of Commerce
 Sara Lloyd, Vance-Granville Community College

APPENDIX IV

John Loyack, Economic Development Partnership of North Carolina
Jill Lutz, Central Piedmont Community College
Dana Martinez, Division of Workforce Solutions/NC Department of Commerce
Tim Mathis, Region C Workforce Development Board
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Phil Mintz, NC State University
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