

STATE BOARD OF COMMUNITY COLLEGES
Pathways to Employment (PTE) Course Request

Request: The State Board of Community Colleges is requested to approve the proposed Pathways to Employment (PTE) courses and tier funding request.

Strategic Plan Reference(s): Theme: Economic and Workforce Impact

Goal 3: Ensure the educational pipeline prepares a workforce possessing the interest, knowledge, skills, and abilities to meet the needs of employers, now and into the future.

- Objective 3.1 Collaborate with stakeholders to promote a workforce system that fosters innovation and establishes seamless connections among community colleges, K-12 education, universities, workforce and economic development partners, and business and industry.
 - 3.1.2. Partner with high schools, universities, and workforce development entities and engage with employers and industry associations at the regional/local levels to identify workforce needs and establish educational and training programs collaboratively and comprehensively.
- Objective 3.2 Offer relevant, high-quality instructional programs that meet the needs of business and industry for existing and future jobs.
 - 3.2.4. Integrate critical employability skills into all programs of study to better prepare students for today's work environment.
- Objective 3.3. Increase student access to work experience.
 - 3.3.1. Leverage partnerships to connect students with expanded work-based learning opportunities.
 - 3.3.2. Modify policies and eliminate the barriers that impede access to apprenticeships and other work-based learning opportunities.

Background: The PTE courses are the product of collaboration between representatives from several colleges and System Office staff from Academic Programs, Workforce Continuing Education, Career and College Readiness, and ApprenticeshipNC.

Rationale: There are multiple pathways to employment. Choosing correctly is both difficult and important. The purpose the PTE courses is to prepare students for successful employment by identifying and choosing the appropriate career pathway that suits them best...including apprenticeship. A PTE course may be included with other CTE courses to create a certificate program that multilaterally serves as a traditional, CCP, or CCR pathway or may be considered a pre-apprenticeship pathway if it meets specific needs of employers. Such formally established collaboratives between colleges and employers would allow students to qualify for the youth tuition waiver if they entered a registered apprenticeship within 120 days of high school graduation and would also serve as a benefit to employers (e.g., employers often pay apprentice tuition). The PTE prefix will be added to curriculum standards and colleges may choose to add three semester hours of PTE (one PTE course) in most CTE programs.

Contact(s):

Dr. Frank Scuiletti
 Senior Program Coordinator

Pathway to Employment (PTE) Courses

	Class	Lab	SHC
PTE 110 Pathway to Employment - Construction	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the construction workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, materials, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a construction career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 111 Pathway to Employment - Manufacturing	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the manufacturing workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, materials, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a manufacturing career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

	Class	Lab	SHC
PTE 112 Pathway to Employment – Public Safety	2	3	3

This course introduces fundamental employment core skillsets required to effectively enter the public safety workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a public safety career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

Class Lab SHC

PTE 113 Pathway to Employment - Transportation

2 3 3

This course introduces fundamental employment core skillsets required to effectively enter the transportation workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, materials, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a transportation career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

Class Lab SHC

PTE 114 Pathway to Employment - Engineering Technology

2 3 3

This course introduces fundamental employment core skillsets required to effectively enter the engineering technology workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, materials, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter an engineering technology career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

Class Lab SHC

PTE 115 Pathway to Employment - Ag & Natural Resources

2 3 3

This course introduces fundamental employment core skillsets required to effectively enter the agricultural and natural resources workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter an agricultural and natural resources career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

Class Lab SHC

PTE 116 Pathway to Employment - Biological and Chemical

2 3 3

This course introduces fundamental employment core skillsets required to effectively enter the biological and chemical workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a biological and chemical career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

Class Lab SHC

PTE 117 Pathway to Employment – Commercial and Artistic

2 3 3

This course introduces fundamental employment core skillsets required to effectively enter the commercial and artistic workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a commercial and artistic career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

Class Lab SHC

PTE 118 Pathway to Employment - Education

2 3 3

This course introduces fundamental employment core skillsets required to effectively enter the education workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific

training and/or certification, and enter an education career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

Class Lab SHC

PTE 119 Pathway to Employment – Business

2 3 3

This course introduces fundamental employment core skillsets required to effectively enter the business workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a business career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

Class Lab SHC

PTE 120 Pathway to Employment – Information Technology

2 3 3

This course introduces fundamental employment core skillsets required to effectively enter the information technology workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter an information technology career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

Class Lab SHC

PTE 121 Pathway to Employment – Health

2 3 3

This course introduces fundamental employment core skillsets required to effectively enter the health workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon

completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a health career with the knowledge required to be successfully employed.

Minimum State Prerequisites None

Minimum State Corequisites None

**NEW CURRICULUM PREFIX -
TIERED FUNDING FORMULA RECOMMENDATIONS**

The Curriculum Course Review Committee is asked to assign the following new curriculum prefix to the North Carolina Community College System Tiered Funding Formula:

Tier 2

PTE– Pathway to Employment

Rationale: PTE courses are designed to be used within multiple program areas—similar to how work-based learning (WBL) Tier 2 prefixes are utilized. PTE courses will help more fully prepare students to successfully enter traditional employment opportunities or apprenticeships by providing instruction in employability, career exploration, financial literacy, safety, and other employment-ready skills.

Background: On August 15, 2014, the State Board of Community Colleges adopted the 2014-2015 State Aid Allocations and Budget Policies, which included the implementation of a four-tiered funding model. To implement the Tiered Funding Forming Model, all existing curriculum and continuing education course prefixes were assigned to one of four funding levels as defined below:

Tier 1A: Includes curriculum budget FTE in health care and technical education courses that train North Carolinians for immediate employment in priority occupations that have documented skills gaps and pay higher wages. This tier also includes FTE in a limited number of continuing education courses that train students for the exact same third-party certification as curriculum courses in Tier 1A.

Tier 1B: Includes curriculum budget FTE in other high cost areas of health care, technical education, lab-based science, and college-level math courses. With the implementation of Closing the Skills Gap, Tier 1B also includes FTE in short-term, workforce continuing education courses that help prepare students for jobs in priority occupations and lead to competency-based industry credentials.

Tier 2: Includes

- a) all other curriculum budget FTE,
- b) all Basic Skills budget FTE, and
- c) budget FTE associated with other continuing education courses that are scheduled for 96 hours or more and are mapped to a third-party credential, certification, or industry-designed curriculum.

Tier 3: Includes all other continuing education budget FTE. This weighted allocation model is designed to provide a funding differential between each tier. Tier 1A is funded at a level equal to 30% higher than Tier 2, while Tier 1B is funded at a level that is 15% higher than Tier 2. Tier 3 is funded at a rate that is 15% less than Tier 2.

Contact(s):

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