

NC's Career and Technical Education

STRATEGIC PLAN

OCTOBER 2009



Reinventing North Carolina's Career and Technical Education System



The North Carolina Association for Career and Technical Education (NCACTE) is the professional organization for North Carolina educators associated with Career and Technical Education (CTE). In this capacity, the organization will serve as a unifying agency for personnel in all areas of CTE. Our vision and our mission must be to lead all Career and Technical Education teachers, administrators, students and programs forward to meet the needs of an ever-challenging and ever-changing workforce.



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October 1, 2009

Dear Career and Technical Education Stakeholders:

If you have ever traveled in a car with a Global Positioning System (GPS), you know what a useful tool it can be. A GPS provides motorists with customized directions to their desired location. Drivers can personalize their route depending on their preference to travel via interstate, bypass or more scenic roads. And if they make a wrong turn, the system “recalculates” and charts a new course to the same destination. When looking at how we can change public education to better prepare and train our workforce, there is great value in taking the GPS approach in which every student establishes goals and maps out a personalized route that will lead to his or her future career. The Career and Technical Education Strategic Plan and the implementation of the Marketing Plan will play an important role in these efforts to personalize education and put more career-ready students on the course to success.

While CTE has been proven to give young people the technical and professional skills demanded in today’s jobs, it remains one of public education’s best-kept secrets. Every year, hundreds of thousands of North Carolina high schoolers make meaningful and promising connections to their futures through CTE. And once these connections are made, nearly 87 percent of CTE concentrators are motivated to stay in school and graduate, compared to the 70.3 percent of all high school students that graduate. Results like this are why the North Carolina Department of Public Instruction has worked with the North Carolina Association for Career and Technical Education Administrators over the past two years to reinvent CTE and develop a marketing plan to share this valuable component of our curriculum with every student, educator and business and industry member in the state.

In an economy where 90 percent of the fastest growing jobs may not require a bachelor’s degree but will require at least some postsecondary training, students, teachers and business leaders must recognize CTE grows workforce skills demanded by jobs in 21st century industries. We have squeezed the last drop of juice from the one-size-fits-all model of education. Today, students should be able to choose a unique path that complements their talents and interests and prepares them with the knowledge, talent and skills that are valued in college, work and life.

Sincerely,

A handwritten signature in cursive script that reads "June St. Clair Atkinson".

June St. Clair Atkinson

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In June, 2000, The National Alliance of Business stated in their Executive Summary of Building America's 21st Century Workforce that "The current and future health of America's 21st Century economy depends directly on how broadly and deeply Americans reach a new level of literacy—'21st Century Literacy' - that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology." To that end, educational decision-makers must acknowledge that the academics of yesterday are not sufficient for today. Today's students must learn content within the context of 21st Century skills.

A major reform effort has been launched over the past few years to "Reinvent" America's high schools, focusing on preparing every student for full participation in postsecondary education, meaningful work, career advancement, and active citizenship. This is what Career and Technical Education (CTE) has long been focused upon, usually in the background as support for the academic programs of our public schools.

In the first decade of the 21st Century, many changes have impacted CTE and our role in high school reform is being redefined. Approximately four years ago, a plan was established to "Reinvent CTE in North Carolina" and develop a comprehensive marketing program to serve as a promotional tool for CTE at all levels. The North Carolina Association for Career and Technical Education Administrators (NCACTEA) and the North Carolina Department of Public Instruction (DPI) began this journey together with the help and support of John Metcalf as our facilitator and the leadership of Greg Gift, Assistant State Director of CTE. This plan is the product of many hours of discussion and debate by the leaders of CTE past, present, and future.

This Strategic Plan, outlining our vision, core values, and strategies, will guide CTE in North Carolina through the troubled waters of economic instability as we empower tomorrow's workforce to be successful citizens, workers, and leaders.

Let us each be advocates of our craft and utilize this plan to help move CTE forward. Thank you to each one who had a hand in its development.

Sincerely,

Daryle E. Nobles, President



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DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*

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October 1, 2009

Dear Educators and Business Leaders:

Career and Technical Education (CTE) continues to play an increasingly significant role in preparing students for postsecondary education and for 21st century careers. CTE can provide the education and training necessary to stimulate the economy and prepare North Carolina's future workforce.

In a nationally televised town hall meeting in September 2009, U.S. Education Secretary Arne Duncan spoke in support of preparing students for whatever the future holds: "As a country, we need to prepare a lot more students to be successful in careers, a lot more students to be successful in college. When talking about college ready, career ready, we're really trying to do both."

In North Carolina, more than 500,000 middle and high school students each year take advantage of the opportunity to explore potential careers. They acquire technical skills that start them on the path to a productive future and receive application in context to reinforce lessons from their academic classes. More than 10,000 students earn postsecondary credits each year to jump start their future education. Data show CTE can improve student graduation rates, increase the percentage of students who go on for further education or advanced training and result in higher achievement in school.

But we cannot rest on current success. We must look to the future to ensure that CTE continues to connect today's students and tomorrow's workers throughout the economy. This strategic plan, which represents several years of discussion and debate by leaders in CTE and in the state's business community, provides a framework to focus and refine what CTE means in North Carolina. As educators and business people, using this document as our guide, we can move North Carolina forward and contribute to a well-trained workforce, and educated citizenry, and a stronger economy. I am proud to have been a part of this work.

Sincerely,

Rebecca B. Payne

CAREER AND TECHNICAL EDUCATION DIVISION

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CAREER AND TECHNICAL EDUCATION

CTE ADMINISTRATORS

FAMILY AND CONSUMER SCIENCES EDUCATION

AGRICULTURAL EDUCATION

CAREER DEVELOPMENT

TECHNOLOGY EDUCATION

BUSINESS AND INFORMATION TECHNOLOGY EDUCATION

TRADE AND INDUSTRIAL EDUCATION

HEALTH SCIENCES EDUCATION

MARKETING EDUCATION

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INTRODUCTION

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“We all recognize that U.S. education can and should be doing more to prepare our young people to succeed in the 21st century. Our international competitors understand the key role that their education systems play in producing workers who are prepared for the demands of our globally competitive 21st century economy. The United States is now in a race to catch up. All students, regardless of their future plans, need 21st century skills to succeed. It’s now clear U.S. voters understand this. And it’s up to every one of us to ensure our children receive them.”¹

The face of secondary education in North Carolina distinguishes itself when our students exit the graduation stage and enter the world of postsecondary education and the work place. Sadly enough, the face of education in North Carolina is also perceived by how many of our students do not graduate and do not exit the graduation stage ready for the 21st century.

When North Carolina has the opportunity to impact perceptions of the quality of our education delivery and outcomes, it should take advantage of those opportunities, not only to impact perceptions but also to compete in a 21st century global economic system.

On one hand, our system is fortunate to have readily available assets and resources to positively impact both the perception and the outcomes to compete on an international stage. On the other hand, North Carolina’s Career and Technical Education (CTE) assets and resources are a well kept secret in our state amongst both educators and stakeholders.

Career and Technical Education is not well known outside of its internal circle of educators and cheerleaders. When random audiences of community stakeholders, from business owners to elected officials, are asked if they know or understand what Career and Technical Education is and what its purpose is, less than 5% of them acknowledge any understanding.

When North Carolina has the assets and resources ready to impact how well we compete in the 21st century with a competitive workforce advantage, and we do not use those resources, we need to REINVENT CAREER AND TECHNICAL EDUCATION in NORTH CAROLINA.

The time has come to use CTE as a change agent in reshaping the American workforce.²

That journey of reinvention began two years ago as a group of CTE leaders came together to outline the need for reinvention and the outcomes necessary to make North Carolina’s Career and Technical Education system a resource and asset to be counted on. The strategic plan contained in this report represents two elements to make that a reality. First is the long-range Strategic Plan outlined in this document and the second is the Marketing Plan contained in the Appendix.

¹ October 2007 Volume 2, Issue 8 A Knowledgeworks Foundation Publication, www.21stcenturyskills.org ² The Skills Imperative, U.S. Chamber of Commerce www.uschamber.com/icw

SUMMARY OF PLAN GOALS

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The plan includes the following Goals to ensure CTE in North Carolina is not only relevant in meeting the needs of education outcomes, but also prepares our graduates with the required academic and marketable work place skills to compete on a global stage in the 21st century.

Each goal is driven by a core value. Core values are an integral part of the CTE strategic plan. A core value set was the first plan element CTE stakeholders created. All other elements of the plan were developed to align to the values, including the mission and vision elements. The stakeholders believe that if the following goals and the CTE Marketing Plan are achieved, then North Carolina's Career and Technical Education system will be a major asset and resource ready to support North Carolina's education, workforce and economic development strategies.

QUALITY

- CTE will identify indicators of quality to ensure mutual expectations are met between CTE and CTE stakeholders.
- Quality Value Driver: "Commitment to excellence in everything we do"

DIGNITY

- CTE stakeholders will recognize the value and dignity of all occupations.
- Dignity Value Driver: "Work that is respected and has meaning and value to the individual, the employer, and society, regardless of the level of financial compensation"

HIGH EXPECTATIONS

- CTE program concentrators will exit with high academic and technical skills.
- High Expectations Value Driver: "Continually striving to reach optimum performance"

INNOVATION

- CTE will develop and maintain program implementation, curricula design and instructional delivery through alliances and partnership development.
- Innovation Value Driver: "The convergence of creative leadership, cutting-edge curriculum design, and effective instructional delivery for an ever-changing global economy"

LIFELONG LEARNING

- CTE concentrators will recognize the value of and be prepared to continue lifelong education and training.
- Lifelong Learning Value Driver: "The ability to adapt and upgrade individual skills in a rapidly changing world"

ACKNOWLEDGEMENTS

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The CTE reinvention Strategic and Marketing Plans could not have been developed without support from the following organizations and individuals: North Carolina Association of Career and Technical Education Administrators and Career and Technical Education Division, North Carolina Department of Public Instruction.

THE STRATEGIC PLANNING STEERING COMMITTEE

CHAIRS

Daryle Nobles, NCACTEA President, Cumberland County

Greg Gift, Assistant Director, Career and Technical Education, NCDPI

NCACTE/NCDPI

Rebecca Payne, State Director, Career and Technical Education, NCDPI

Lisa Conger, NCACTEA Past President, Cabarrus County

Rhonda Welfare, Senior Analyst, CTE State and Federal Accountability, NCDPI

Tom Jones, NCACTE President

GOAL COMMITTEES

Quality

Chairs: Wendy Edney, Regional Coordinator, Western Region and

Judy Simon, Consultant, NCDPI

Anna Hair, Director, Swain County Schools

Aleasa Glance, Director, Haywood County Schools

High Expectations

Chairs: Vicki Peel, Regional Coordinator, Northeast Region and

Tom Shown, Consultant, NCDPI

Jane Finch, Director, Nash-Rocky Mount Schools

Rob Boyce, Assistant Superintendent, Edenton-Chowan Schools

Darlene Moss, Director, Craven County Schools

Innovation

Chairs: Ted Summey, Regional Coordinator, Central Region and

Delores Ali, Consultant, NCDPI

Kay Rogers, Director, Winston-Salem/Forsyth County Schools

Marty Tobey, Regional Coordinator, Northwest Region

Tony Fogleman, Director, Cleveland County Schools

Dignity of All Occupations

Chairs: Eric Leazer, Regional Coordinator, Southwest Region and
Bill Hatch, Consultant, NCDPI
Robert White, Director, Guilford County Schools
Bob Gantt, Program Specialist, Guilford County Schools
Shannon Batchelor, Director, Stanley County Schools

Lifelong Learning

Chairs: John Kirkman, Regional Coordinator, Southeast Region and
Felicia Gray-Watson, Section Chief, NCDPI
Anthony Martin, Director, Whiteville City Schools
Chip Lucas, Director, Cumberland County Schools

Consultant

John Metcalf, Sr. Partner Strategic Community Planning Corporation
for a Skilled Workforce

APPROACH TO THE PLANNING PROCESS

Over a period of two years, a selected group of CTE professionals gathered to map out the approach and the elements of a strategic plan that would reinvent and reposition North Carolina's Career and Technical Education system within the public school system and with the public at large.

The participants elected to create the Strategic Plan following a sequence of steps that would lead to the final goals, strategies and actions. In addition, they decided to create a Marketing Plan that would support the execution of the Strategic Plan.

Participants sequenced the planning process as follows:

- **Create the CTE Core Set of Values:** Participants developed five Core Values that would guide the planning process. The Core Values became the drivers to which all other plan elements would align.
- **Create the CTE Vision:** Supported by the Core Values, participants developed the Vision statement describing what the plan would strive to achieve over time.
- **Create the CTE Mission:** The Mission would align to the Vision and the Core Values by stating how CTE would achieve the Vision.
- **Create CTE Goals:** Participants created a set of Goals that aligned directly to the five Core Values. The Goals would be designed to enhance the assets and resources of CTE and their support of the state's economic and workforce strategic plans.
- **Create CTE Goal Strategies and Actions:** Participants formed goal committees and over a period of six months developed corresponding strategies and actions necessary to execute the Goals of the plan.
- **Create the CTE Execution and Organizational Elements:** Participants created the execution plan to ensure there was accountability to bring the plan to reality. This part of the planning outlined the organizational foundation and support staff to manage the plan's rollout and execution over a period of time.
- **Create the Marketing Plan:** Over the course of the two years of planning, participants developed a companion Marketing Plan that would support the overall Strategic Plan's execution. Without a marketing element designed to penetrate both the internal and external stakeholder markets, participants knew the planning effort would fail. The Marketing Plan aligns to the Vision's stakeholder elements and the Core Values. See appendix for plan.
- **Adopt the Plan:** On July 21, 2009, participants adopted the Strategic Plan and the Marketing Plan for implementation.

CRITICAL CHALLENGES TO BE MET BY CAREER AND TECHNICAL EDUCATION PLANNING

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“...the challenge is not just getting students through high school, but also effectively engaging them during high school so they continue to postsecondary education and effectively manage their careers.”³

Our state and nation face global economic challenges that will only be met successfully through a dynamic, agile and continually calibrated secondary and postsecondary education system that aligns to meeting the needs of our communities to produce well-educated and talented citizens. CTE has the resources and assets to meet the challenges of equipping our emerging workforce to participate in a 21st century economy.

“The challenge is to find quality workers with the education and skills to be successful in the workplace. If business as usual continues and the education and professional skills of the workforce do not radically improve, the current and future careers available in the Counties will be beyond the reach of current residents.”⁴

Once students graduate, they find themselves in the “marketplace of skills”. Much like a product in the marketplace, jobs go to those who are best equipped both with the academic acumen to continue their learning experience and requisite marketable skills.

“You have probably heard the statistic: 90% of the fastest growing jobs and over 60% of all new jobs will require some postsecondary education or training, but not necessarily a bachelor’s degree. But what does it mean? Very simply, jobs are changing. But how we educate today’s students to be tomorrow’s workers has not kept pace with that shift. Once called “vocational education,” resurgent career and technical education (CTE) approaches are gaining steam across the country. Recently, the US Chamber’s ICW (Institute for a Competitive Workforce) released “The Skills Imperative,” a white paper on how CTE offers strategies for addressing the growing skills gaps between American jobs and the workforce.”⁵

Economic times and the demand for skilled and educated workers for good jobs are continually shifting as employers are strategizing how to meet global competition head-on. It is therefore imperative that our education system keeps pace with preparing our students to meet the demands of their state and nation. Today’s marketplace of jobs and skills requires alignment to global needs to effectively compete on a worldwide basis. North Carolina CTE has prepared to help meet the global demand through the adoption of the “16 Career Cluster”⁶ approach and their corresponding Pathways. These provide an organizing tool for schools, small learning communities, academies and magnet schools.

A Career Cluster is a grouping of occupations and broad industries based on commonalities, and this focus of study better aligns to the seven (7) North Carolina economic regions’ strategic plans and their tightly focused industry sectors. It is important to align our education outcomes with our economic outcomes if we expect to survive the drive toward 21st century global demands.

³ The Skills Imperative, U.S. Chamber of Commerce www.uschamber.com/icw ⁴ Cabarrus and Rowan Counties Education and Workforce Development Action Plan, 2008, prepared by Market Street Services, Atlanta, Ga. ⁵ The Skills Imperative, US Chamber of Commerce www.uschamber.com/icw ⁶ <http://www.ncpublicschools.org/docs/cte/publications/career/clusters.pdf>

EMPIRICAL EVIDENCE ABOUND

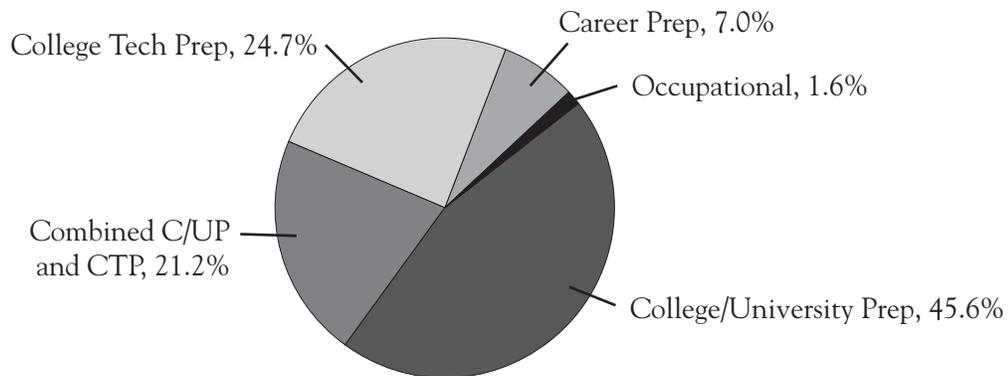
To support the point that North Carolina's CTE concentrators, (a student who takes at least four credits in a CTE pathway, at least one of which is at the completer level, and graduates), are better equipped to graduate, enter postsecondary education or enter the workplace, the following data from the 2008 Numbers Report for North Carolina shows how concentrators compare to non-concentrators:

NC secondary career and technical education (CTE) empowers students to be successful citizens, workers and leaders in a global economy. CTE served 879,535 enrollees in 2007-2008 by preparing them for high-wage, high-skill, and high-demand occupations and further education.

GRADUATION RATE OF CONCENTRATORS

CTE Concentrators in four-year graduation cohort:	2007	2008
	81.7%	86.5%
All NC students in four-year graduation cohort:	2007	2008
	69.5%	70.3%

2007-2008 NC GRADUATES COURSE OF STUDY



Of North Carolina's 2008 high school graduates (83,294), at least 52.9 percent completed a technical sequence of four CTE courses – 21.2 percent completed the requirements for College Tech Prep and College/University Prep Courses of Study and 24.7 percent completed the requirements of College Tech Prep. This is compared to 45.6 percent of the Class of 2008 who completed the requirements for College/University Prep alone.

UNEMPLOYMENT COMPARISONS

- Percent of 2007 Concentrators who reported they were unemployed 6-9 months after graduation seeking full-time employment: 7.1%
- Percent of 2008 statewide average of all youth 16-19 unemployed seeking full-time employment: 24.0%

THE CAREER AND TECHNICAL EDUCATION STRATEGIC PLAN

The following outlines the Career and Technical Education Strategic Plan's major elements. The Marketing Plan can be found in the Appendix.

CORE VALUES

- **Quality:** commitment to excellence in everything we do
- **High Expectations:** continually striving to reach optimum performance
- **Innovation:** the convergence of creative leadership, cutting-edge curriculum design, and effective instructional delivery for an ever-changing global economy
- **Dignity of all Occupations:** work that is respected and has meaning and value to the individual, the employer, and society regardless of the level of financial compensation
- **Lifelong Learning:** the ability to adapt and upgrade individual skills in a rapidly changing world

VISION

- Students view CTE as an integral part of the “whole school experience”.
- Parents recognize that CTE is paramount to achieving educational and career goals.
- North Carolina retains and successfully recruits new Business and Industry because of a well-prepared workforce.
- Partnerships within the Educational Community provide a seamless transition to educational and career goals.

MISSION

The mission of Career and Technical Education is to empower students to be successful citizens, workers and leaders in a global economy.

GOAL STATEMENTS AND STRATEGIES FOR CORE VALUES

1) QUALITY

- CTE will identify indicators of quality to ensure mutual expectations are met between CTE and CTE stakeholders.
- Quality Value Driver: “Commitment to excellence in everything we do”

STRATEGIES

- Identify and prioritize quality indicators with identified interest groups.
- Define the standards of each quality indicator.
- Use measures of accountability as a base to identify other quality indicators.
- Identify the optimum method of communicating to each group of stakeholders.
- Educate the stakeholders of the results.

2) **DIGNITY**

- CTE stakeholders will recognize the value and dignity of all occupations.
- Dignity Value Driver: “Work that is respected and has meaning and value to the individual, the employer, and society, regardless of the level of financial compensation”

STRATEGIES

- Educate stakeholders about the skills and knowledge required to perform the full range of occupations and their respective functions in society.
- Support students as they align their interests, aptitudes and abilities toward a career, regardless of societal expectations.
- Equip students to make informed career decisions, while understanding and adapting to the economic implications.

3) **HIGH EXPECTATIONS**

- CTE program concentrators will exit with high academic and technical skills.
- High Expectations Value Driver: “Continually striving to reach optimum performance”

STRATEGIES

- Facilitate students securing appropriate industry certification/credentials.
- Develop campaign to encourage LEAs to require concentrations, one of which is CTE.
- Require teachers to secure and maintain appropriate industry certification/credentials.
- Provide industry certification/credential tests and exams.
- Provide state-of-the-art facilities and equipment to support credentialing and certification.
- Emphasize the value of Career and Technical Student Organization (CTSO) involvement in developing academic and technical skills.
- Align curriculum development and professional development with State Board of Education goals and Perkins IV academic and technical performance indicators, developing relationships with appropriate academic Department of Public Instruction counterparts.

4) INNOVATION

- CTE will develop and maintain program implementation, curricula design and instructional delivery through alliances and partnership development.
- Innovation Value Driver: “The convergence of creative leadership, cutting-edge curriculum design, and effective instructional delivery for an ever-changing global economy”

STRATEGIES

- Enlist champions/advocates for CTE positioning.
- Build strategic relationships making CTE a vital partner in economic development and a priority in the community.
- Educate and engage legislators, State Board, Governor and State Superintendent on CTE benefits and events.
- Include CTE Strategic Plan components in NCASA’s Legislative Platform.
- Reflect, evaluate, change and continue process of improvement.
- Align CTE internal and external stakeholders to guide development of cutting-edge curricula.
- Develop a Standard Course of Study that encompasses career clusters, industry credentials, and the academic and technical skills necessary for students to fulfill the mission of CTE in North Carolina.
- Maintain and improve the Administrative Internship Program.
- Develop a Leadership Academy open to selected CTE Administrators and State Staff.

5) LIFELONG LEARNING

- CTE concentrators will recognize the value of and be prepared to continue lifelong education and training.
- Lifelong Learning Value Driver: “The ability to adapt and upgrade individual skills in a rapidly changing world”

STRATEGIES

- Increase exposure to the world of work through expanded opportunities for work-based learning.
- Increase exposure to the world of work through expanded opportunities in Career and Technical Student Organization (CTSO) participation.
- Expand CTSSO opportunities for teacher participation.
- Increase exposure to postsecondary information and opportunities.
- Increase certification opportunities for students and teachers.

FINAL COMMENTS

CTE prepares North Carolina's students to meet 21st century global demands and become part of a competitive workforce advantage that positions North Carolina to compete on that global stage. It is now time to execute the plan to better enable our students to compete in the 21st century workforce and become productive citizens.

A report generated by ACTE in an Issues Brief titled CAREER AND TECHNICAL EDUCATION'S ROLE IN AMERICAN COMPETITIVENESS – ACTE ISSUE BRIEF 2006 outlines how four (4) positive impacts are meeting the needs of our state and nation:

INCREASE STUDENT ENGAGEMENT

- CTE completers improve graduation rates
- CTE completers improve student motivation to “persist to graduation” and complete postsecondary education

IMPROVE MATH, SCIENCE AND LITERACY SKILLS

- CTE provides exposure to critical math, science and technology through a focused curriculum
- CTE completers score higher in math than their counterparts in regular curriculum
- CTE helps meet the high demand for STEM (science, technology, engineering, math)

MEET AMERICA'S WORKFORCE-ECONOMIC NEEDS

- CTE is focused on high demand and high growth sectors and clusters
- CTE courses are evolving with new and emerging sectors

MEET EMPLOYER NEEDS FOR HIGHLY SKILLED WORKERS

- CTE raises employability of its completers by meeting an ever increasing demand for technical-savvy employees
- CTE builds strong employability foundation skills, soft skills, problem solving, teamwork and organization

APPENDIX

CTE MARKETING PLAN

The CTE Marketing Plan was developed as an addendum to the CTE Strategic Plan for Reinventing CTE in North Carolina. It is a major component of the execution that makes CTE better known in North Carolina and helps position CTE within the education community and the external stakeholder community.

Without the Marketing Plan's adoption, it will be very difficult to execute the strategies in the Strategic Plan and meet the goals outlined.

The Marketing Plan is aligned with the Vision statement. It is divided into five (5) sections with specific strategies to meet the needs of each stakeholder group.

OVERARCHING STRATEGIES: Strategies that fill the need for guiding principles for CTE work and enable success of the specific stakeholder strategies that follow

STUDENTS: Students view CTE as an integral part of the "whole school experience".

PARENTS: Parents recognize that CTE is paramount to achieving educational and career goals.

BUSINESS AND INDUSTRY: North Carolina retains and successfully recruits new business and industry because of a well-prepared workforce.

EDUCATIONAL COMMUNITY: Partnerships within the educational community provide a seamless transition to educational and career goals.

MARKETING STRATEGIES AND ACTIONS TO ADDRESS STAKEHOLDER NEEDS

OVERARCHING STRATEGIES: Strategies that fill the need for guiding principles for CTE work and enable success of the specific stakeholder strategies that follow

STRATEGIES

- Convert CTE data sources into useful marketing information (value-added benefits)
- Create a Perception Audit...to know what people are thinking to address those groups
- Assign overall Marketing Plan execution to a professional
- Develop a CTE logo and “slogan” statements to help brand CTE
- Create a full series of BASF “knockoff” statements and create multimedia approaches to place in front of stakeholders
 - “We don’t just teach the math – we teach how to apply the math
 - We don’t just teach the reading – we teach how to apply the reading”

STUDENTS: Students view CTE as an integral part of the “whole school experience”

STRATEGIES

- Create CTE Ambassador Program
- Develop and support CTSOs
- Develop a statewide CTSO competition to create a marketing campaign for CTE
- Use Facebook and YouTube, websites, text messaging to get the message out

PARENTS: Parents recognize that CTE is paramount to achieving educational and career goals

STRATEGIES

- Inform parents of benefits of CTE programs
- Inform parents of specific cost savings due to articulation
- Inform parents of higher success rates of CTE concentrators (ex. Remediation rates, graduation rates, etc.)
- Utilize articulation agreements as value-added benefits for CTE completers
- Utilize local business leaders to market CTE

BUSINESS AND INDUSTRY: North Carolina retains and successfully recruits new business and industry because of a well-prepared workforce

STRATEGIES

- Reinstate Regional Business/Industry Partnerships
- Collaborate with Business/Industry Partnerships to most effectively market CTE
- Create a statewide Business/Industry Network
- Advertise CTE using various types of media

EDUCATIONAL COMMUNITY: Partnerships within the educational community provide a seamless transition to educational and career goals

STRATEGIES

- Ensure the NC CTE community is “singing from the same song book”
- Develop marketing plan that reaches out to:
 - Superintendents
 - Principals
 - BOEs
 - Community Colleges
 - Counselors

SUPPORT SERVICES

ASSOCIATION FOR CAREER AND TECHNICAL EDUCATION

CIVIL RIGHTS

HIGH SCHOOLS THAT WORK

INSTRUCTIONAL MANAGEMENT SYSTEM

LEADERSHIP INSTITUTE FOR VOCATIONAL EDUCATION (LIVE)

SPECIAL POPULATIONS

STATE AND FEDERAL ACCOUNTABILITY

TEACHER EDUCATION

TECH PREP

