October 14, 2020

**RESPONSE DEADLINE: October 30, 2020**

**MEMORANDUM**

TO: Chief Academic Officers

FROM: Dr. Kimberly Gold, Senior Vice President/Chief Academic Officer

SUBJECT: Pathway to Employment Course - Perkins Leadership Opportunity (Spring and/or Summer 2021)

Recently approved Pathway to Employment (PTE) courses are designed to add value to CTE programs and help support student success. Perkins reimbursement of up to $10,000 will be provided to six colleges to help offset costs for adding PTE courses to non-transfer programs. If interested, please complete the attached survey (Attachment 1) and return as instructed.

Colleges are encouraged to attend a webinar on Friday, October 16, at 1pm to learn more about this program and applying for the funds. <https://register.gotowebinar.com/register/7743512259376361741>

PTE courses are designed to prepare students early in their academic coursework to successfully enter employment opportunities or apprenticeships by providing instruction in employability, career exploration, financial literacy, safety, and other employment-ready skills. These courses are available for a variety of program areas. PTE courses may also serve as a precursor to pre-apprenticeship curriculum.

No-cost course materials are available on our website (link below) including syllabi, lesson plans, course objectives, quizzes, final exams, and more. Textbooks are not necessary. Please refer to attachments and link below for additional information.

<https://moodle.nccommunitycolleges.edu> (Navigation, Courses, Academic Programs)

Thank you for your prompt attention to this matter. If you have questions, please contact   
Frank Scuiletti at scuilettif@nccommunitycolleges.edu.

Attachment

c: College Presidents

Dr. Bob Witchger

Dr. Anthony Reggi

Dr. Frank Scuiletti

Perkins Contacts

**Attachment 1**

**Pathway to Employment (PTE) Course Survey**

***Please respond briefly to the following questions, if possible, in two to three sentences.***

1. Which program areas will the college incorporate a PTE course into a CCP and/or traditional CTE pathway? Please choose from the course list in Attachment 2.
2. How will the colleges market the PTE courses?
3. How will the college collaborate with various WIOA contacts to recruit individuals?
4. How does the college anticipate working with College Career Coaches, College Counselors, High School Counselors, and CTE Directors to assist in recruitment and retention?
5. Describe if/how the college will use the PTE courses as a pre-apprenticeship curriculum in collaboration with business and industry.
6. How will the college engage appropriate business and industries within the pathway or Career Cluster?
7. List specific employers interested in participating in PTE courses.
8. How does the college intend to recruit non-traditional students into PTE courses?
9. How will the college enhance the program by integrating employer input into curriculum design and development?
10. How will the college evaluate the success of the PTE course(s) (e.g., structure/design, learning outcomes, enrollment, completion, and earned credentials)?
11. When will the college utilize the PTE courses: Spring and/or Summer 2021 semester?

***Scoring Rubric. Five points maximum may be awarded per question except where noted*.**

1. One point for each program area.
2. One point for each marketing strategy listed.
3. One point for each collaborative idea listed.
4. One point for each counseling/coaching strategy listed (8 total).
5. Incorporation of a PTE course as a pre-apprenticeship curriculum (10 points total).
6. One point for each strategy used to engage business.
7. One point for every two employers listed.
8. One point for each strategy suggested to market to non-traditional students.
9. One point for each employer engagement strategy listed.
10. One point for each element evaluated listed.
11. Five points if initiated during Spring semester; two points for Summer.

**\*Provide a simple budget that lays out expenditures (technology, marketing, outreach, etc.). See planning budget in Attachment 3.**

**College:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Signature of Chief Academic Officer *or* President** **Date**

**­­Please email completed survey by 10/30/20 to:** Frank Scuiletti, Coordinator

Academic Programs

NC Community College System

5016 Mail Service Center

Raleigh, NC 27699-5016

[scuilettif@nccommunitycolleges.edu](mailto:scuilettif@nccommunitycolleges.edu)

**Attachment 2**

**Perkins Leadership Opportunity 2020-21**

**Background Information:** Twelve newly developed Pathway to Employment (PTE) courses were presented to the State Board of Community Colleges for action during their May, 2020 session and were approved for use across multiple programs effective Fall 2020. The PTE courses were 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.

**Purpose for Course Implementation:** There are multiple pathways to employment, and choosing the appropriate pathway is both difficult and important. The purpose of PTE courses is to help students identify the skills that are required for successful employment and to determine how to choose the appropriate career pathway that suits them best—including apprenticeship. A PTE course may be included in a traditional, Career and College Promise (CCP), College and Career Readiness (CCR), or Registered Apprenticeship curriculum pathway. The PTE prefix was added to CTE (non-transfer) curriculum standards. Colleges may choose to add three semester hours of PTE (one PTE course) to most CTE programs of study.

**Perkins Leadership Funds Opportunity**

**Embedding** **Pathway to Employment Competencies into CTE Programs**

* Identify colleges that will incorporate a Pathway to Employment course into a program of study for the Spring or Summer 2021 semester
* Reimburse the College up to $10,000 to implement the project

**Programs that Align with Perkins Leadership Activities:**

1. Supporting preparation for non-traditional fields in current and emerging professions, and exposing students to high-skill, high-wage, and in-demand occupations.
2. Developing statewide programs of study, which may include standards, curriculum and course development; career exploration, guidance, and advisement activities and resources.
3. Establishing statewide business and industry partnerships around local education agencies and employers.
4. Supporting eligible recipients in eliminating inequities as student access to high-quality programs of study that provide skills development.
5. Improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education (CTE) decisions.
6. Supporting the integration of employability skills into CTE Programs.
7. Support programs and activities that increase success, student engagement, and success in science, technology, engineering and mathematics fields (including computer science, coding, and architecture).
8. Support for the establishment and expansion of work-based learning opportunities within CTE programs.
9. Developing effective programs of study and career pathways.
10. Engaging in State Leadership activities that improve CTE.

**Purpose:**

Incorporate a Pathway to Employment Course within a CTE program of study to support student success.

**Scope:**

* Incorporate a PTE course into a CCP and/or traditional CTE pathway
* Collaborate with WIOA to recruit individuals for the program
* Work with College Career Coaches, Counselors, High School Counselors, CTE Directors to assist in Recruitment
* Engage appropriate business and industries within the pathway or Career Cluster
* Enhance the program by integrating employer input into curriculum design and development
* Pilot the PTE course and provide feedback about course structure, design, and competencies and make recommendations for improvement
* In order to be funded courses should be offered beginning in the Spring or Summer 2021 semester

**Deliverables:**

Upon completion of the PTE course, students should be able to demonstrate an understanding of:

* Employability skills
* Financial literacy
* Workplace safety
* Personality traits and their relationship to careers
* Educational programs and careers within a career cluster
* Career Pathways
* Communication skills and their relationship to career success
* Information technology commonly utilized on the job
* The importance of being able to identify, locate, and engage with local businesses and industries

**PTE courses to choose from:**

**Lecture Lab SHC**

PTE 110 Pathway to Employment - Construction 2 3 3

PTE 111 Pathway to Employment - Manufacturing 2 3 3

PTE 112 Pathway to Employment - Public Service 2 3 3

PTE 113 Pathway to Employment - Transportation 2 3 3

PTE 114 Pathway to Employment - Engineering Tech 2 3 3

PTE 115 Pathway to Employment - Ag & Natl Resources 2 3 3

PTE 116 Pathway to Employment - Bio and Chemical 2 3 3

PTE 117 Pathway to Employment - Commercial/Artistic 2 3 3

PTE 118 Pathway to Employment - Education 2 3 3

PTE 119 Pathway to Employment - Business 2 3 3

PTE 120 Pathway to Employment - Information Tech 2 3 3

PTE 121 Pathway to Employment - Health Science 2 3 3

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| **Attachment 3**  **NC Perkins PTE Leadership Fund 2020-21** | | | | |
| **Initial Budget & Plan** | | | | |
| **Budget Term: July 1, 2020 - June 30, 2021** | | | | |
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| **College Name:** | |  |  |  |
|  |  | | **Allotment -->** | $ |
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|  |  |  |  |  |
| **Describe which 9-14 career pathway(s) will be emphasized:** | | |  |  |
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|  |  |  |  |  |
| A. | **Staff** |  |  | $ - |
|  | *Type over this text and add your description, include connection to CLNA* | | |  |
| B. | **Professional Development (specifically to support and improve on-line teaching and learning)** | | | $ - |
|  | *Type over this text and add your description, include connection to CLNA* | | |  |
| C. | **Marketing** |  |  | $ - |
|  | *Type over this text and add your description, include connection to CLNA* | | |  |
| D. | **Technology** |  |  | $ - |
|  | *Type over this text and add your description, include connection to CLNA* | | |  |
| E. | **Travel** |  |  | $ - |
|  | *Type over this text and add your description, include connection to CLNA* | | |  |
| F. | **Other** |  |  | $ - |
|  | *Type over this text and add your description, include connection to CLNA* | | |  |
|  |  |  | **Total:** | **$ -** |
|  |  |  |  |  |
| "By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate, and the expenditures, disbursements and cash receipts are for purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)." | | | | |
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|  | |  |  |  |
| \* Chief Fiscal Officer Date | |  | \* College Perkins Contact Date | |
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|  | |  |  |  |
| NCCCS, CTE Coordinator Date | |  | NCCCS, CTE Director Date | |
|  |  |  |  |  |
| **\* Signatures are required.** | |  |  |  |
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