

- ✓ Recognize students who complete the Future Ready Core diploma with a special designation when they also complete a CTE Career Cluster in high school.
- ✓ Use available resources to increase statewide student participation in work-based learning opportunities such as apprenticeships, cooperative learning, internships, job shadowing, and Career and Technical Student Organizations.
- ✓ Encourage a partnership with the public schools and the community colleges to create high-demand CTE programs, such as advanced manufacturing and construction. Underutilized school facilities, such as those found at the NC School for the Deaf in Morganton and the NC School for the Blind in Wilson, could be utilized to offer these programs regionally.
- ✓ Continue to expand regional CTE schools using any available resources such as public-private partnerships, workforce development and economic development regional partnerships, and local government partnerships.
- ✓ Supplement public dollars by developing a statewide CTE foundation that promotes, develops and assists in funding local programs. Business and industry partners would be encouraged to support the foundation with fiscal resources as well as human and in-kind resources.
- ✓ Seek funding from the North Carolina General Assembly to provide regional coordinators that serve in a “hybrid” role with local education leaders and economic developers to ensure a connection is made among schools, community colleges and the needs of business and industry.
- ✓ Encourage local school boards to designate or add a licensed Director of Career and Technical Education within their school district leadership. This will ensure that strong and relevant local CTE programs, funding, and business and industry relationships are maintained and strengthened.
- ✓ Recruit the best CTE teachers and educators by creating more 12-month employment contracts. This encourages professional externships, visitation of student apprenticeships and internships and instructional planning. Develop a unique pay structure to recruit professionals for hard-to-fill CTE public school vacancies.
- ✓ Expand state CTE funding by adjusting the funding formulas to encourage quality CTE programs in grades 6-12.
- ✓ Encourage that public school and community college CTE courses align to industry standards and national credentials such as the National Center for Construction Education and Research (NCCER); require that NC DPI continue to sponsor NCCER, coordinate instructor training, report transcripts for students, and require all Community Colleges to coordinate and partner with NC DPI for NCCER standards.
- ✓ Encourage NC DPI to continue developing applied/integrated strategies for learning.

North Carolina Association for Career and Technical Education

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