Governor's Council on Workforce & Apprenticeships

Meeting 3
May 22, 2025

Welcome & Call to Order

NC works

Roll Call & Approval of Minutes

NC works

Conflict of Interest

In accordance with the State Government Ethics Act, it is the duty of every Council member to avoid both conflicts of interest and the appearance of conflicts of interest.

If any Council member has any known conflict of interest or is aware of facts that might create the appearance of such conflict, with respect to any matters coming before the Council today, please identify the conflict or the facts that might create the appearance of a conflict to ensure that any inappropriate participation in that matter may be avoided.

If at any time, any new matter raises a conflict during the meeting, please be sure to identify it at that time.

Ethics Awareness

- Additional training **June 18th at noon**

- Link to be shared via email

- Please contact staff if you are not able to attend a training

Opening Remarks by Governor Stein

A proud partner of the American**Job**Center network

NC works

Overview of Council's Work

- Council established on March 25, 2025 in Executive Order No. 11

  - Recommend strategic, quantifiable goals by June 15, 2025
  - Identify strategies to attain these goals by December 15, 2025
  - Advance identified goals and strategies
  - Report on progress by December 15, 2026

Overview of Council's Work

- First meeting on April 9
  - Presentation on Labor Market Update & Economic Overview
  - Focus on 6-12 measurable, movable, meaningful goals
  - Review of existing goals and discussion of new ones

- Second meeting on April 28
  - Presentation on State Demography & Employer Survey
  - Feedback from employer representatives on Council
  - Review of revised goals, including newly-drafted ones
  - Guidance from Governor Stein

A proud partner of the AmericanJobCenter network

Plan for Today

- Presentation from NC Department of Public Instruction
- Review of draft goals, reflecting survey feedback
- Vote on goals
- Review of next steps

A proud partner of the AmericanJobCenter network

Career Development Plan Resource

- [LINK](#) to NCDPI Career Development Plan Resource Page
- [CDP Guidance Document](#), which includes:
  - Basic tenets of the legislation
  - Expectations of Local School Boards, Charters, and Students
  - CDP Minimum Requirements (self-assessment, career exploration, post-secondary planning, etc.)
  - CDP Implementation FAQ

Career Development Plan Resource

Career Development Plan (CDP) Guidance

STATE BOARD OF EDUCATION WILL:

Adopt rules establishing minimum requirements for career development plans.

Require local boards of education to provide access to all career development plans through a designated electronic application (district choice).

LOCAL BOARDS OF EDUCATION WILL:

Provide access to CDPs through a designated (or choice) electronic application ensuring that CDPs meet minimum requirements and that instructions for access are available to students and parents from the start.

See page 2 for electronic application platform selection guidance.

Provide opportunity and assistance for the establishment and revision of a CDP for all students.

- 8th grade – CDP created; (cannot be promoted until complete)
- 10th grade – CDP revised; (cannot be promoted until complete)

Additional opportunity for revisions is encouraged.

(Any high school student who is NEW (to the system) and who does not already have a career development plan shall complete the plan within 90 days of enrollment in school.)

Provide parents with written notice of the initial creation of a career development plan and information on how to access the plan.

CHARTER SCHOOLS ARE:

Encouraged to require participation in career development plans for students in accordance with the provisions of the law and subsequent revisions.

Encouraged to adopt a policy to require all middle and high school students to complete a career development plan in accordance with G.S. 115C-158.10 (https://www.ncleg.gov/Laws/GeneralStatuteSections/Chapter115C).

STUDENTS WILL:

Grades 6-8

Create a CDP before promotion from 8th grade.

Complete a self-assessment that includes:
- Aptitudes
- Skills
- Values
- Personality
- Career interests

Grades 6-12

Explore and identify pathways for self-assessment aligned careers to include:
- Identify needed education, training, and certifications.
- Gather information on the most cost-efficient path to entry.
- Take advantage of opportunities within school setting to explore and prepare for the career.

Grades 9-12

Align academic courses and extracurricular activities with career interests to include:
- Inventory of aligned courses in middle and high school in grades 6 through 10, and development of best strategies for course selection in grades 11 and 12 to achieve identified career interests.
- Record the following:
  - Completed Advanced Placement, International Baccalaureate, Cambridge Advanced International Certificate of Education (AICE), and dual-enrollment (including CCP and articulated) courses that may lead to college credit in high school.
  - Extracurricular activities.
  - Awards and recognitions.

Revise/update the CDP before promotion from 10th grade.

Grades 11-12

Create a career portfolio, which *MAY* include items such as the following:
- Documentation of postsecondary plans.
- Completion of the Free Application for Federal Student Aid with parental consent.
- Resume.
- Occupational outlook for identified career interests.

PARENTS WILL BE:

- Notified of student CDP creation.
- Provided with information necessary to access the student CDP portal.
- Encouraged to monitor the evolution of the CDP through post-secondary plans and provide guidance for student.

North Carolina Department of PUBLIC INSTRUCTION

1

CDP Minimum Requirements

(features to consider when selecting an electronic application platform):

Self-assessment of:
- Aptitudes
- Skills
- Values
- Personality
- Career interests

Exploration and identification of pathways for self-assessment aligned careers to include:
- Identification of needed education, training, and certifications.
- Information on the most cost-efficient path to entry.
- Opportunities within school setting to explore and prepare for the career.

Alignment of academic courses and extracurricular activities with career interests to include:
- Inventory of aligned courses in middle and high school in grades 6 through 10, and development of best strategies for course selection in grades 11 and 12 to achieve identified career interests.
- Available record of the following:
  - Completed Advanced Placement, International Baccalaureate, Cambridge Advanced International Certificate of Education (AICE), and dual-enrollment (including CCP and articulated) courses that may lead to college credit in high school.
  - Extracurricular activities.
  - Awards and recognitions.

Creation of a career portfolio, which may include items such as the following:
- Documentation of postsecondary plans.
- Completion of the Free Application for Federal Student Aid (FAFSA) with parental consent.
- Resume.
- Occupational outlook for identified career interests.

NCDPI recommends high school academic and career goals are mapped before promotion from 8th grade. (ex. CCP, CIHS, CTE pathways, credentials, etc.)

CDP Implementation FAQs

Where can the NC law and subsequent revisions be found?
- SL 2023-134, SECTION 7.13.(a), Career Exploration and Development Plans
- The Revision — S508v5

Which digital platform should be used to develop and record student CDPs?

An electronic application platform of district choice may be used. (NCDPI makes NO recommendations.)

What is the measure of accountability for this legislation?

Accountability for meeting the requirements of the legislation is determined at the **district level**. Suggestions might include the requirement of an attestation of CDP completion from every middle and/or high school or other local guardrails determined, as necessary.

Who is responsible for implementation of the CDP legislation?

The district as a whole is responsible for successful implementation. A suggested implementation planning tool is available, and is fully adaptable to local requirements as determined by district leadership. CDP implementation is a school-wide, interdepartmental, and collaborative team effort, where a committee for implementation and follow-up may be helpful.

How will districts receive communication and guidance regarding the CDP legislation?

All information will be sent through the Chief Academic Officer (CAO) listserv for further distribution as necessary.

What are the penalties for non-compliance with the law?

Penalties are the same as for non-compliance with any other educational law as established.

Is full implementation of the CDP legislation required in SY24-25?

Beginning 2024-25, all students must have a CDP created prior to promotion from eighth grade.

Must the school provide guidance, place, and opportunity for students to complete the FAFSA when appropriate?

While the completion of the FAFSA is an important part of postsecondary planning where applicable, it is only mentioned in the law as an example for inclusion in the Career Portfolio – not a requirement.

When/where are planned Professional Development opportunities for implementing the Career Development Plan requirement?
- SY24-25 Office Hours
- July CTE Summer Conference Pilot Panel
- November NC School Counselor Association Conference
- NCDPI AIM conference session

Common platform choices of pilot districts include:
- Google Form/Doc (Locally Developed)
- Infinite Campus (in progress)
- Major Clarity
- Naviance
- NCcareers
- School Links
- Xello
- Year13

2

What is NCcareers?

- The Why for LEAD?
  - To share objective data/info on labor market opportunities
  - Bridge information gaps between employers, educators, jobseekers
  - Consistency of messaging (equitable opportunities)
  - Opportunity to learn about career decision-making

Governance Partners

Advisory Partners

What is NCcareers?

- The Why for LEAD?
  - To share objective data/info on labor market opportunities
  - Bridge information gaps between employers, educators, jobseekers
  - Consistency of messaging (equitable opportunities)
  - Opportunity to learn about career decision-making

- Success So Far
  - Over 600,000 users in past 12 months
    - >18% ages 18+
  - Over 200,000 registered accounts
  - 57% of LEAs using NCcareers for Career Development Plans
  - Top 10 occupations viewed and saved are 4- or 5-Star Jobs

Governance Partners

NC DEPARTMENT of COMMERCE LABOR & ECONOMIC ANALYSIS

CFNC COLLEGE for NORTH CAROLINA

NC COMMUNITY COLLEGES CREATING SUCCESS

North Carolina Department of PUBLIC INSTRUCTION

NC works

THE UNC SYSTEM

NORTH CAROLINA INDEPENDENT COLLEGES & UNIVERSITIES

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES

NCBCE Invest · Inspire · Innovate

Advisory Partners

my FNC

NORTH CAROLINA ASSOCIATION OF WORKFORCE development boards

NC works COMMISSION

Advantages of NCcareers CDP

To schools

- No cost
- Portability between districts & beyond HS
- Flexibility to add/change as needed

To the Council

- Reach
- Flexibility to add / adjust messages / info
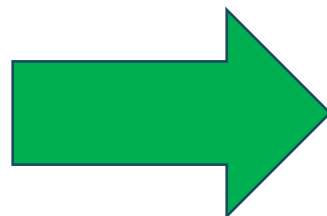- Potential data to inform policy / track results

Data Available to Inform Policy

- Reports on talent pipeline
  - Occupational Interests
  - Higher Education Plans
    - NC Schools
    - Out of State Schools
  - Higher Education Majors

- Alignment?
  - With the current job needs?
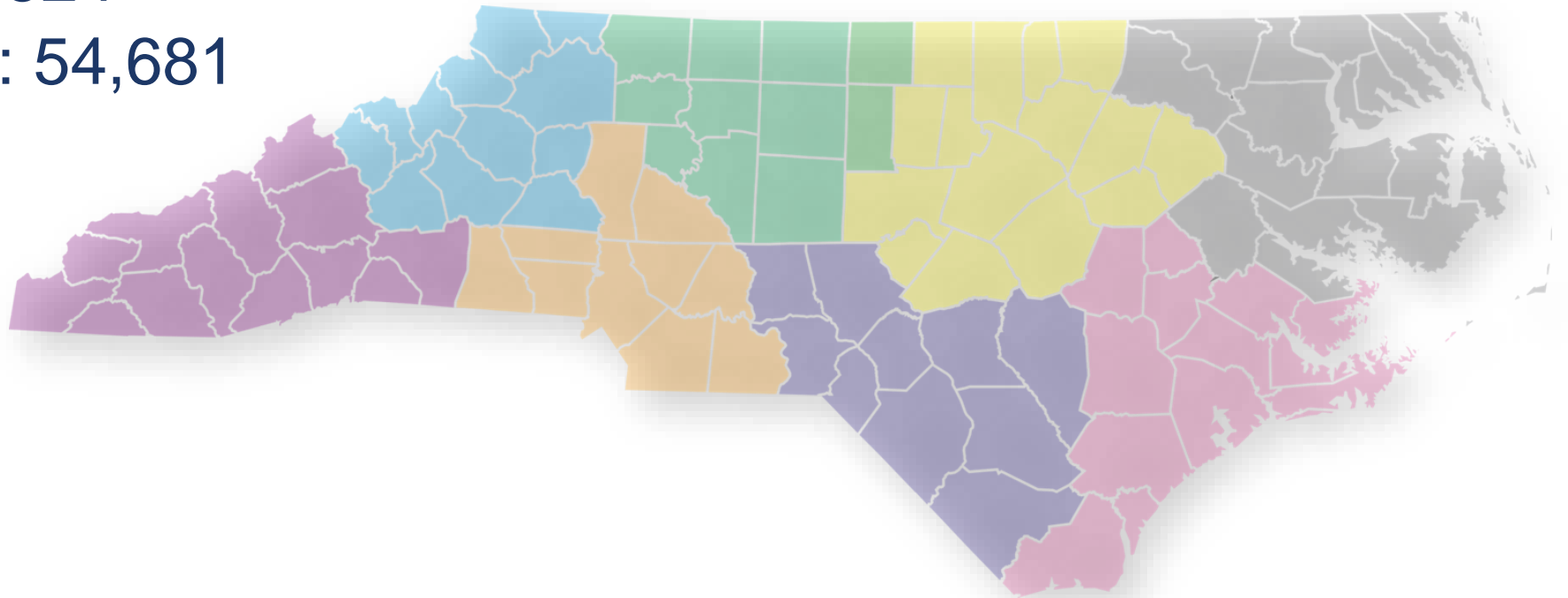 - With local Educational Offerings?

Career and Technical Education
in North Carolina

2023-2024 CTE course enrollments: **972,205**
- CTE: 917,524
- CTE CCP: 54,681

CTE Participant and Concentrator Data

School Year	CTE Participants	CTE Concentrators
2021-2022	547,716	62,126
2022-2023	548,010	67,544
2023-2024	550,918	73,636

CTE Concentrators
Top Ten Pathways, 2023-2024

Pathway	Cluster	Number of 2023-2024 Participants (Duplicated)	Number of 2023-2024 Concentrators (Duplicated)
Healthcare Professional	Health Science	22,313	8,861
Food and Nutrition	Human Services	28,678	8,315
Animal Science	Agriculture, Food & Natural Resources	16,419	4,524
Sport and Event Marketing	Hospitality & Tourism	19,817	3,897
Adobe Academy	Arts, A/V Technology & Communications	19,168	3,874
Entrepreneurship	Business Management & Administration	18,052	2,645
Plant Systems	Agriculture, Food & Natural Resources	10,697	2,441
Power, Struct, and Tech Sys	Agriculture, Food & Natural Resources	4,946	1,757
Interior Design	Architecture & Construction	9,820	1,626
Biomedical Technology	Health Science	22,313	1,575

CTE Concentrators
Additional Pathways, 2023-2024

Pathway	Cluster	Number of 2023-2024 Participants (Duplicated)	Number of 2023-2024 Concentrators (Duplicated)
Electrical Trades	Architecture & Construction	1,261	357
Carpentry	Architecture & Construction	4,931	1,707
Drafting	Architecture & Construction	6,554	1,230
Masonry	Architecture & Construction	1,603	671
Education and Training	Education	68	29
Teaching and Training	Education	820	144
PLTW Biotech Research and Development	Education	4,813	1,243
Biomedical Sciences	Heath Science	22,313	69
Health Science Careers	Heath Science	22,313	53

Engagement in a Formative Experience
2023-2024

- 2024 Cohort Graduates: **106,584**

- 2023-2024 CTE engagements: **65,829 (~62%)**
  - CTE courses
  - CTE CCP (dual enrollment)
  - CTE AP/IB
  - CTE WBL

Goal Review & Discussion - Survey Part 2

NC works

Reminders

- Recommend strategic, quantifiable goals that will most meaningfully and holistically grow and prepare North Carolina's workforce development efforts over the next four years.
  - Report due June 15, 2025

- Identify strategies to attain goals.
  - Report due December 15, 2025

- All goals are on a 4-year timeline with annual progress reports to be submitted in December 2026, December 2027, and December 2028.

A proud partner of the AmericanJobCenter network

Proposed Goal: High School Student Preparedness & Success

Goal 1. By graduation, **every high school student** will have engaged in a formative experience in preparation for the postsecondary pathway of their choice (to include dual enrollment, CTE, JROTC, AP/IB, work-based learning, etc.).

Baseline Data: For CTE students, 62% participated in CTE, CCP, AP/IB, and/or WBL course. DPI is working to pull this data for all high school students.

Responsible Partner(s): NC Department of Public Instruction

Council Feedback

Overall feedback

- Generally positive although not universal acceptance that this should be a goal.

Clarification

- Which work-based learning experiences are included? Multi-week work-based learning will count including CTE WBL course, pre-apprenticeships, and apprenticeships.

- Which high school students are included? Based on data availability, we can only include public high school students.

Discussion

- Consider replacing the word "formative"

- Is this a realistic goal and is it necessary to support student achievement beyond high school?

- Is this a goal or a strategy?

Proposed Goal: High School Student Preparedness & Success

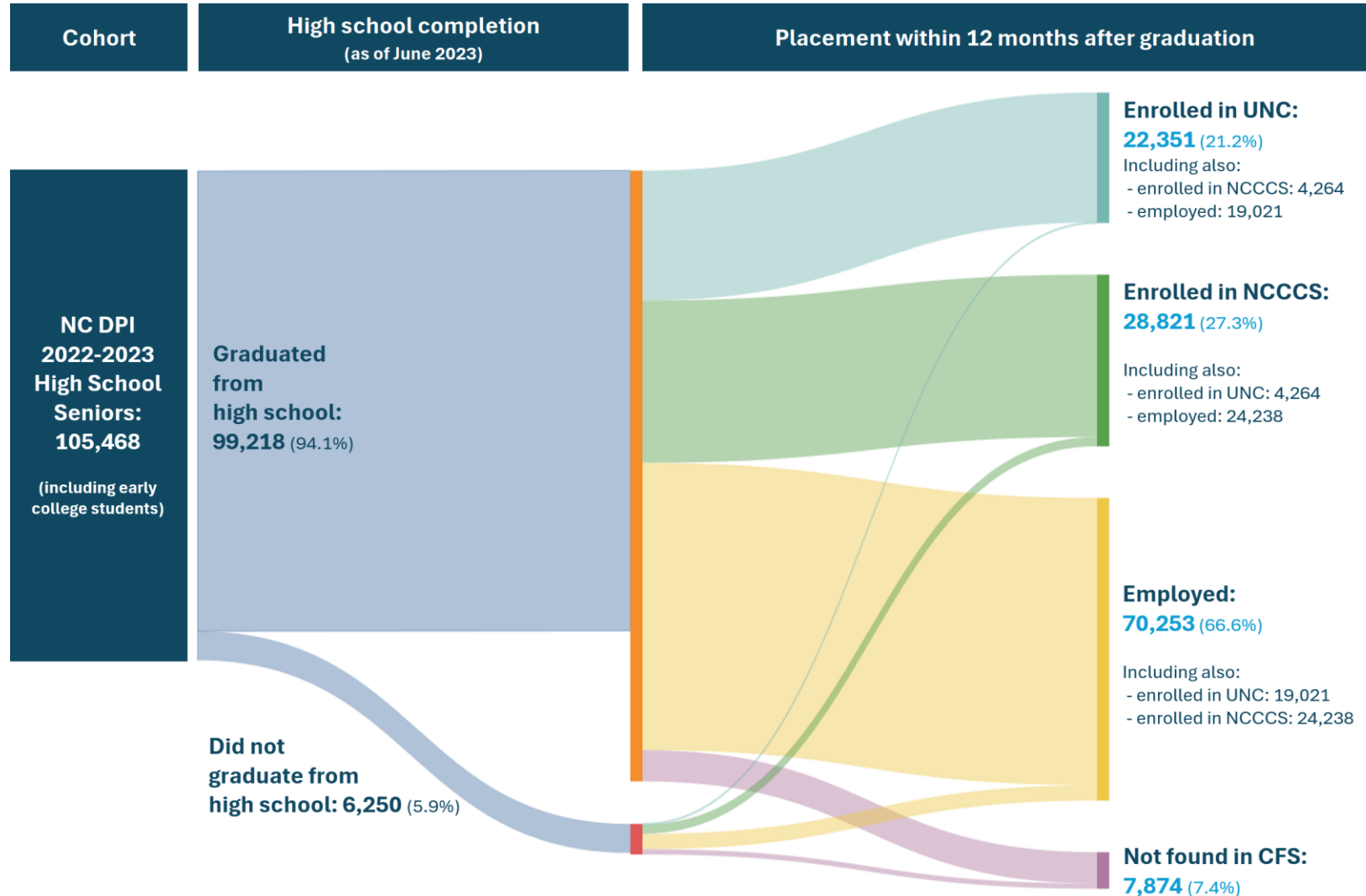**Goal 2.** For graduating high school students, **increase postsecondary enrollment**, moving into employment ~~with living wage~~, or enlistment in the military within 12 months of high school graduation.

Baseline Data: 82% of the graduating class of '23 were either enrolled or employed within 12 months of high school graduation.

Responsible Partner(s): NC Department of Public Instruction

Post-graduation Pathways

NC public high school seniors, 2022-2023

Cohort

High school completion (as of June 2023)

Placement within 12 months after graduation

NC DPI 2022-2023 High School Seniors: 105,468 (including early college students)

Graduated from high school: 99,218 (94.1%)

Did not graduate from high school: 6,250 (5.9%)

Enrolled in UNC: 22,351 (21.2%)
Including also:
- enrolled in NCCCS: 4,264
- employed: 19,021

Enrolled in NCCCS: 28,821 (27.3%)
Including also:
- enrolled in UNC: 4,264
- employed: 24,238

Employed: 70,253 (66.6%)
Including also:
- enrolled in UNC: 19,021
- enrolled in NCCCS: 24,238

Not found in CFS: 7,874 (7.4%)

Source: Common Follow-up System, Labor & Economic Analysis Division

Council Feedback

Overall feedback

- Mixed feedback about the need.

Clarification

- How is this different than the credential goal? Starting with the graduating HS class of '24, students would not reach age 25 by 2030. Their outcomes would not count towards the goal.

- How do we define living wage? Not able to measure. Recommend striking from the goal.

Discussion

- Consider a broader goal – "Ensure graduating high school students are on a path to productive future, including postsecondary education, employment, or enlistment in the military."

- Should the state have a role in encouraging military enlistment?

- Is this a goal or a strategy?

A proud partner of the AmericanJobCenter network

Proposed Goal: Employer Engagement

Goal 3. Engage 50,000 employers to commit to participating in sector-based strategies, work-based learning, and career exploration opportunities for learners and jobseekers.

Baseline Data: As of the fourth quarter, 2024, North Carolina is home to 376,965 business establishments. In 2024, ApprenticeshipNC served ~4k employers and NCWorks served over 26k employers. While not all for WBL and sector partnerships, it's a strong source of potential employers.

Responsible Partner(s): NC Department of Commerce

Council Feedback

Overall feedback

- Generally positive and liked the call-out to engaging employers. Want clarification about how this will be measured.

Clarification

- How will this be measured? Plan to have online pledge for employers to share how they are already engaged and indicate their interest. Staff will provide employers appropriate connections at the state and local level to support their engagement and invite to programming in line with public outreach goal. Also consider physical and digital collateral for employers to highlight their pledge.

- Is this feasible? Yes, broken down over 4 years, it is 12,500 employers. Through existing relationships with NCWorks, ApprenticeshipNC, local chambers, and industry groups, we believe this can be achieved.

Discussion

- Consider shifting from 50k to 15% of total employers in the state.

Proposed Goal: Labor Market Alignment

Goal 4. Build a locally-driven, unified approach between workforce and education partners that allow them to adapt to the real-time and long-term needs of employers.

Baseline Data: Not available

Responsible Partner(s): NC Department of Commerce, NCCCS, NC Department of Public Instruction, UNC System, and NCICUs

Council Feedback

Overall feedback
- Generally positive feedback.

Discussion
- Suggested update to the goal language - "Establish coordinated partnerships between workforce and education agencies in all regions of the state, that regularly use shared labor market data to align local training programs with current and projected employer needs."

- Consider including, as part of goal, a policy recommendation for coordination among educational, workforce, and employer partners that will better meet and respond to labor market needs and grow more good jobs in NC."

- Previous goal around CTE alignment will likely become a strategy here.

Labor Force Participation & Wages

- Survey feedback indicated that there was a strong interest in exploring these goals, however conversations around these topics merits more time than is available between now and June 15th.

- Recommend that the report indicate that the council will continue to discuss these topics and may recommend additional goals related to labor force participation and wages in the December 15th report.

Previously Discussed Goals

- These goals received strong support from Council members in the survey.

- Some minor edits were suggested and indicated in **green**.

Credential Attainment

Goal 5. 2 million North Carolinians aged 25-44 will have earned an **industry-valued** credential or degree.

Baseline Data: As of 2023, North Carolina had an estimated 1,664,892 adults ages 25-44 with a high-quality degree or credential; this is 13,000 individuals below where the state needed to be, at this time, to be on target for the 2 million by 2030 goal.

Responsible Partner(s): myFutureNC staff and mfNC Board of Directors

Apprenticeships & Work-Based Learning

Goal 6. Double the number of registered apprentices and increase the number experiential work-based learning opportunities.

Apprentices Baseline Data:

- **9,698** registered apprenticeships and pre-apprenticeships.
- Registered apprenticeship counts include both apprenticeships and pre-apprenticeships registered through ApprenticeshipNC.

Work-Based Learning Baseline Data:

- **56,846 experiences** across DPI, NCCCS, Commerce, DOA, DAC, and DHHS
- Broadly defined WBL as multi-week opportunities that provide hands-on work experiences to learners and jobseekers, including a course, internships, on-the-job training, incumbent worker training.
- Does not include lab course data at NCCCS, however worth noting over **238k students** participate in labs annually.
- Hope to include UNC and NCICU data in the future.
- Need to finalize with agency partners the % increase. Ability to increase is likely dependent on availability of funding (federal and state).

Responsible Partner(s): NCCCS, DOC, DAC, DOA, and DHHS

Sector Strategies

Goal 7. Create statewide sector-based strategies for at least 3 key industries including, but not limited to, education, healthcare, and advanced manufacturing to increase the pool of well-trained workers for these fields.

Baseline Data: As of 2024, North Carolina lacks fully developed, state-wide sector strategies across the targeted industries. While some regional and sectoral efforts exist, they are not coordinated at a statewide level. 15 current regional sector partnerships exist in industries including advanced manufacturing, healthcare, maritime, etc., as well as certified career pathways in 19 local areas in healthcare/life science and 18 local areas in advanced manufacturing.

Responsible Partner(s): NC Department of Commerce

State Government Hiring

Goal 8. Reduce state government vacancy rate to 15% through innovative recruitment and retention practices including, but not limited to, trainee opportunities and apprenticeship programs.

Baseline Data: As of February 2025, the vacancy rate for the State of North Carolina was 20.1%. The state defines vacancy rate as number of positions vacant in relation to the total number of positions.

Responsible Partner(s): Office of State Human Resources

AI Readiness

Goal 9. Develop a plan to integrate AI skills development into sector-based strategies and work-based learning in key industries to build a future-ready workforce.

Baseline Data: Not available

Responsible Partner(s): NC Business Committee for Education

A proud partner of the AmericanJobCenter network

Outreach

Goal 10. Launch statewide public outreach effort to share workforce development resources broadly, including with students, families, and employers, to maximize engagement.

Baseline Data: Not available

Responsible Partner(s): NC Department of Commerce

1. By graduation, every high school student will have engaged in a formative experience in preparation for the postsecondary pathway of their choice (to include dual enrollment, CTE, JROTC, AP/IB, WBL).

2. For graduating high school students, increase postsecondary enrollment, moving into employment or enlistment in the military within 12 months of high school graduation.

3. Engage 50,000 employers to commit to participating in sector-based strategies, work-based learning, and career exploration opportunities for learners and jobseekers.

4. Establish coordinated partnerships between workforce and education agencies in all regions of the state, that regularly use shared labor market data to align local training programs with current and projected employer needs.

5. 2 million North Carolinians aged 25-44 will have earned an industry-valued credential or degree.

6. Double the number of registered apprentices and increase experiential work-based learning opportunities.

7. Create statewide sector-based strategies for at least 3 key industries including, but not limited to, education, healthcare, and advanced manufacturing to increase the pool of well-trained workers for these fields.

8. Reduce state government vacancy rate to 15% through innovative recruitment and retention practices including, but not limited to, trainee opportunities and apprenticeship programs.

9. Develop a plan to integrate AI skills development into sector-based strategies and work-based learning in key industries to build a future-ready workforce.

10. Launch statewide public outreach effort to share workforce development resources broadly, including with students, families, and employers, to maximize engagement.

Next Steps & Meeting Dates

Before next meeting:

• Review formatted draft of report and provide feedback

• Please contact staff if you have any questions

Upcoming meetings:

• Meeting 4: Thursday, June 12th, 2:00 – 4:00pm

   • In-person at NC Department of Public Instruction Education Building, 301 N Wilmington St., Room 150, Raleigh NC 27601

• In July, staff will set meeting schedule for labor force participation, wages, and strategies discussions

Thank you!

NC
works