

NCWORKS COMMISSION

May 10, 2023

Quarterly Business Meeting

A proud partner of the American  JobCenter network



If you experience any technical difficulties, or would like to ask a question, please use the Q & A feature to report issues to “All Panelists” and we will assist you.

Meeting Instructions

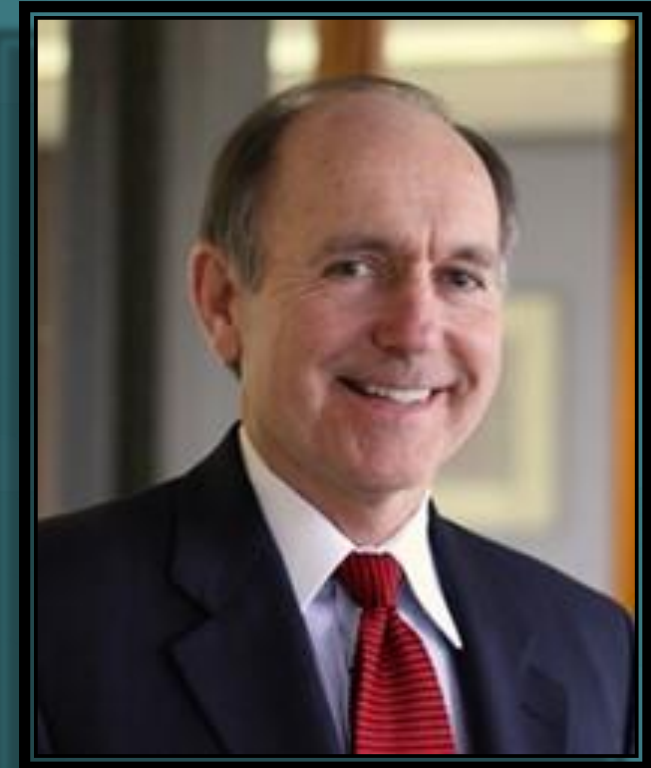
A proud partner of the American  Job Center network

NC
works

Welcome

NCWORKS
COMMISSION

Tom Rabon, Chair NCWorks Commission



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NC
works

Carolina Across 100 Initiative

NCWORKS
COMMISSION

Anita Brown-Graham, Director ncIMPACT Initiative



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Carolina Across 100

Our State, Our Work: Connecting Young Adults to Their Future

NCWorks Commission

May 10, 2023



Anita Brown-Graham

Director, ncIMPACT Initiative
Lead Coordinator, Carolina Across 100

Gladys Hall Coates Distinguished Professor of
Public Law and Government



What is Carolina Across 100?

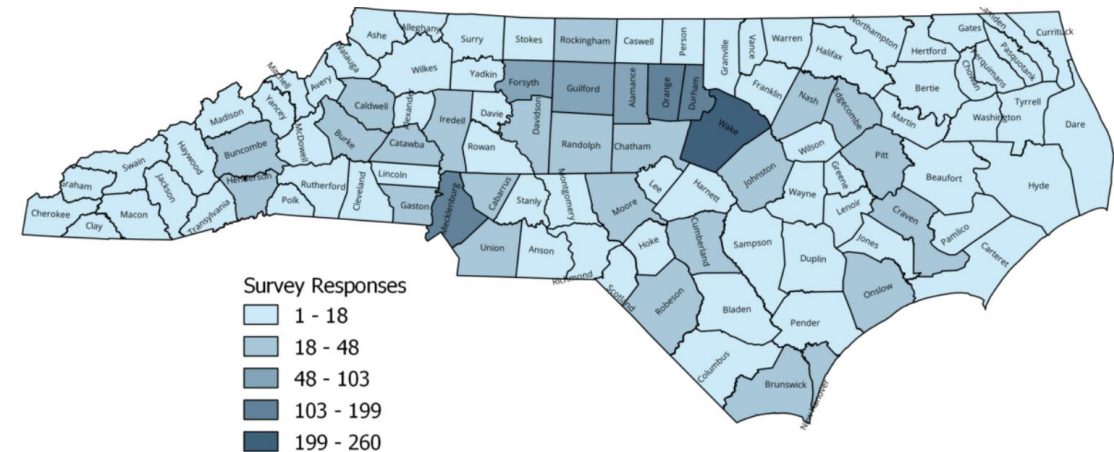
- 5-year pan-university effort to partner with communities in each of North Carolina's 100 counties
- Charged by UNC Chancellor Kevin Guskiewicz, coordinated by ncIMPACT Initiative and led by the Carolina Engagement Council
- Embodies this public university's mission to "enhance the quality of life for all people in the State."
- Builds and supports cross-sector collaborations in communities
- Addresses challenges created or exacerbated by COVID-19

Looking Back, Looking Ahead

How we got here and where we are going

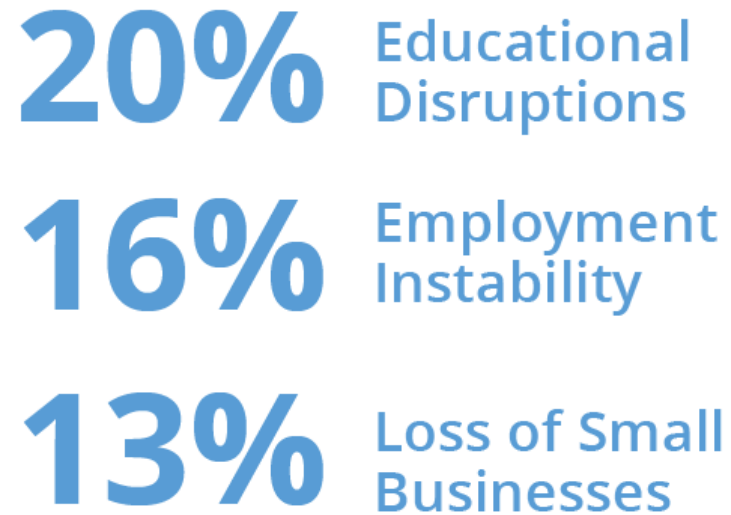
Community Input

- Deep Listening Phase
 - Over 4,000 survey clicks resulting in **2,866 fully completed surveys**; respondents represented:
 - all 100 counties
 - all 16 Council of Government regions
 - all 8 prosperity zones
 - and all 3 economic tiers
 - **Over 85 individual interviews**; respondents represented:
 - 66 counties
 - all 16 Council of Government regions
 - all 8 prosperity zones
 - and all 3 economic tiers

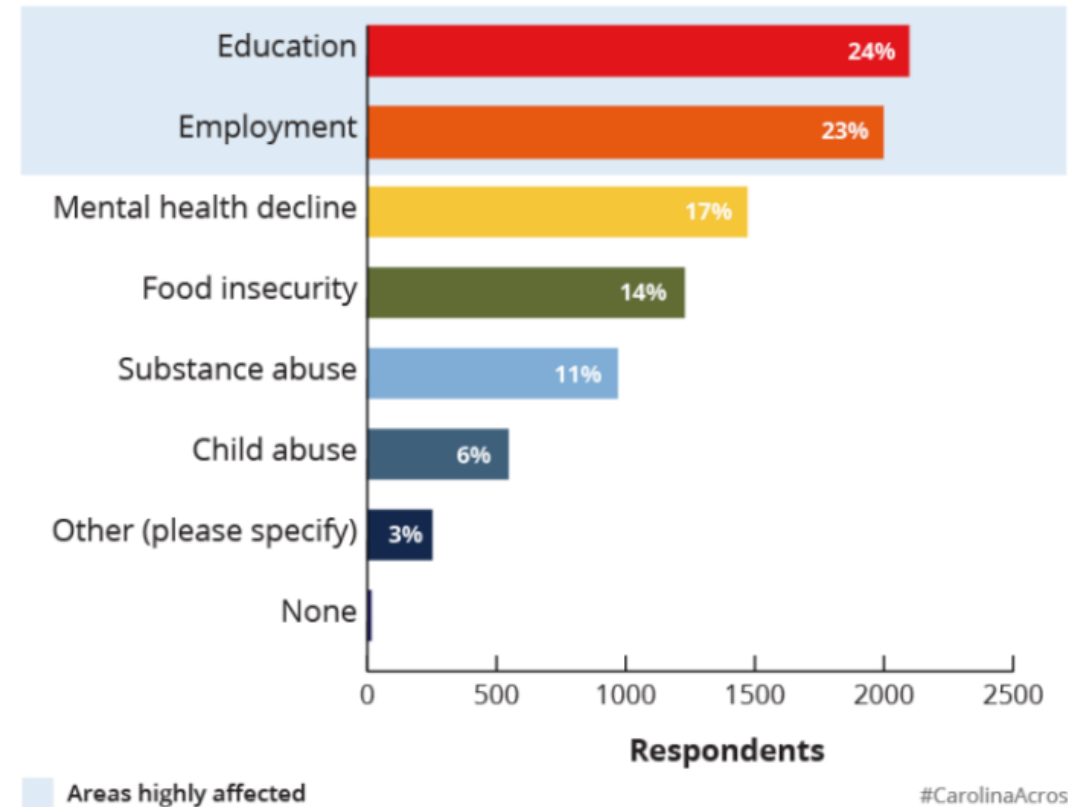


Community Challenges & Concerns

The top three concerns about the negative impacts of COVID-19 on communities were:



In what areas did Covid-19 worsen issues in your community?



In-Depth Interviews



- Over 60 UNC undergraduate and graduate students were trained to conduct in-depth, virtual interviews with stakeholders across the state
- Interview participants were identified and recruited via the survey as well as targeted email invitations to individuals representing geographic and sector diversity.
- More than 80 interviews were completed to date (including the Phase I pilot)

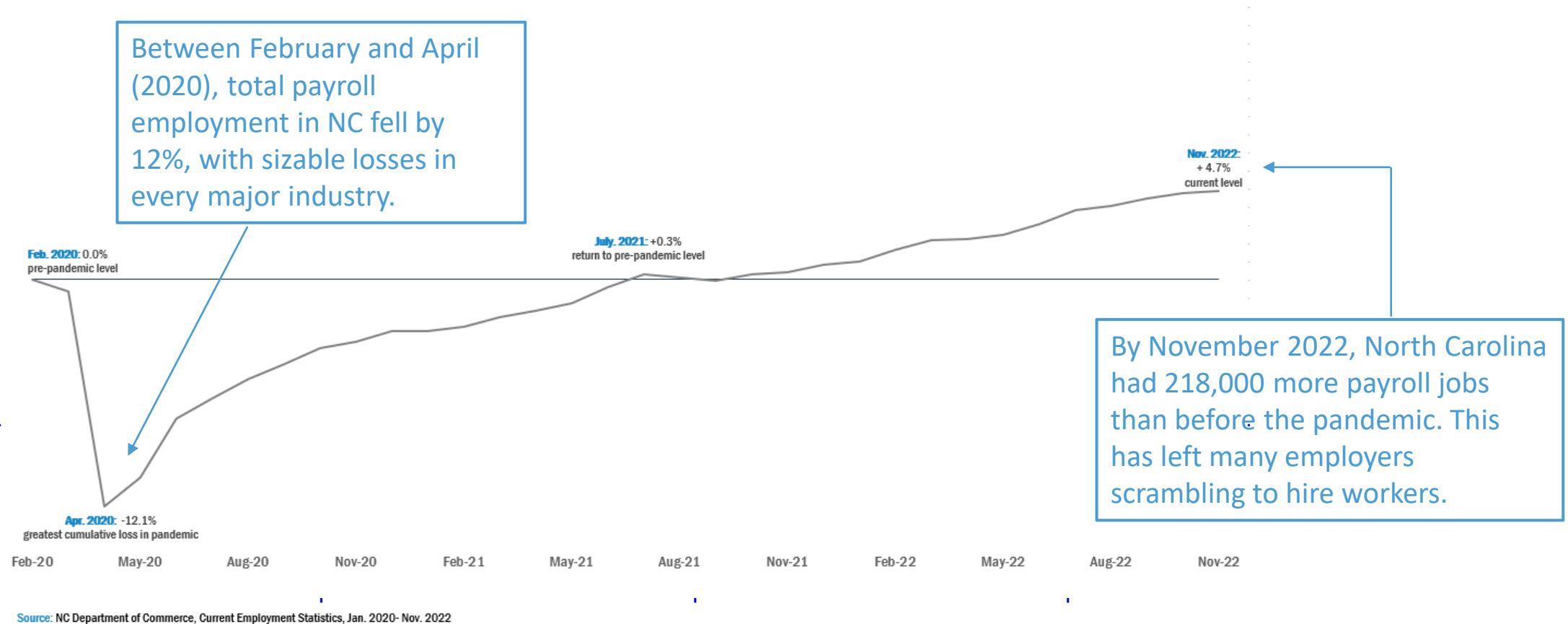
Disproportionate impacts for young adults

Young adults were dealt a double whammy

- Unemployment increased to nearly 25%, a significantly higher rate than any other age group
- The shift to virtual learning was challenging, at best, and often created gaping new cracks for many to fall through



A rapidly changing picture prompting us to ask, “Where are the workers?”



Carolina Engagement Council



**Lynn Blanchard
(Chair)**
Carolina Center for Public
Service



Michelle Bolas
Innovate Carolina



Cheryl Bolick
School of Education



Greg Brown
Kenan Institute of Private
Enterprise



Anita Brown-Graham
School of Government



Amy Locklear Hertel
Office of the Chancellor



Lamont Lowery
Adams School of Dentistry



Terry Magnuson
Department of Genetics,
School of Data Science and
Society



**Elizabeth Mayer-
Davis**
Graduate School



Gary Nelson
School of Social Work



**Rudi Colloredo-
Mansfield**
College of Arts & Sciences



Giselle Corbie
School of Medicine, UNC Rural



Leah Cox
Diversity and Inclusion



Jon Easter
Center of Medication
Optimization, Eshelman
School of Pharmacy



Maria Estorino
University Libraries



Terence Oliver
Hussman School of Journalism



**Mary-Rose
Papandrea**
School of Law



Anna Schenck
Gillings School of Global
Public Health



Mike Smith
School of Government



Joyce Tan
Office of Vice Chancellor of
Research



**Elizabeth
Frankenberg**
Carolina Population Center



Alison Friedman
Carolina Performing Arts



Joseph Jordan
Office of the Provost



Christi Hurt
Chancellor's Office



Shawn Kneipp
School of Nursing



Jeff Warren
NC Policy Collaboratory



Lynn Williford
Office of Institutional Research
and Assessment



**Alice Ammerman (ex
officio)**
Department of Nutrition,
Carolina Across 100 Evaluation
Panel



**Kavita Hall (ex
officio)**
Corporate and Foundation
Relations



**Kristen Young (ex
officio)**
Community Relations,
University Communications

Our State, Our Work



Connecting Young Adults With Their Future

CX100 Steering Committee



Meredith Archie
NC Chamber Foundation
President



Kevin Austin
Yadkin County, Manufacturing
Commissioner, VP



Danny Bell
UNC Board of Visitors
Member



Levy Brown
NC Community College System
Senior VP & Chief Academic
Officer



Gaurav Dave
Abacus Consulting Research
Associate Professor



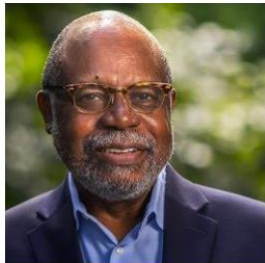
Kamala Subramaniam
Google
Director, Software Engineering



Chris Suggs
Kinston Teens
Executive Director



Tracie Ford
NC Works Commission
Director, Skills & Education
Attainment



Joseph Jordan
UNC Chapel Hill
VP Academic/Community
Engagement



Lisi Martinez Lotz
NC AHEC
Director of Planning and
Innovation



Tracie Metz
myFutureNC
Regional Impact Manager



Senemeht Olantuji
myFutureNC
Regional Impact Manager



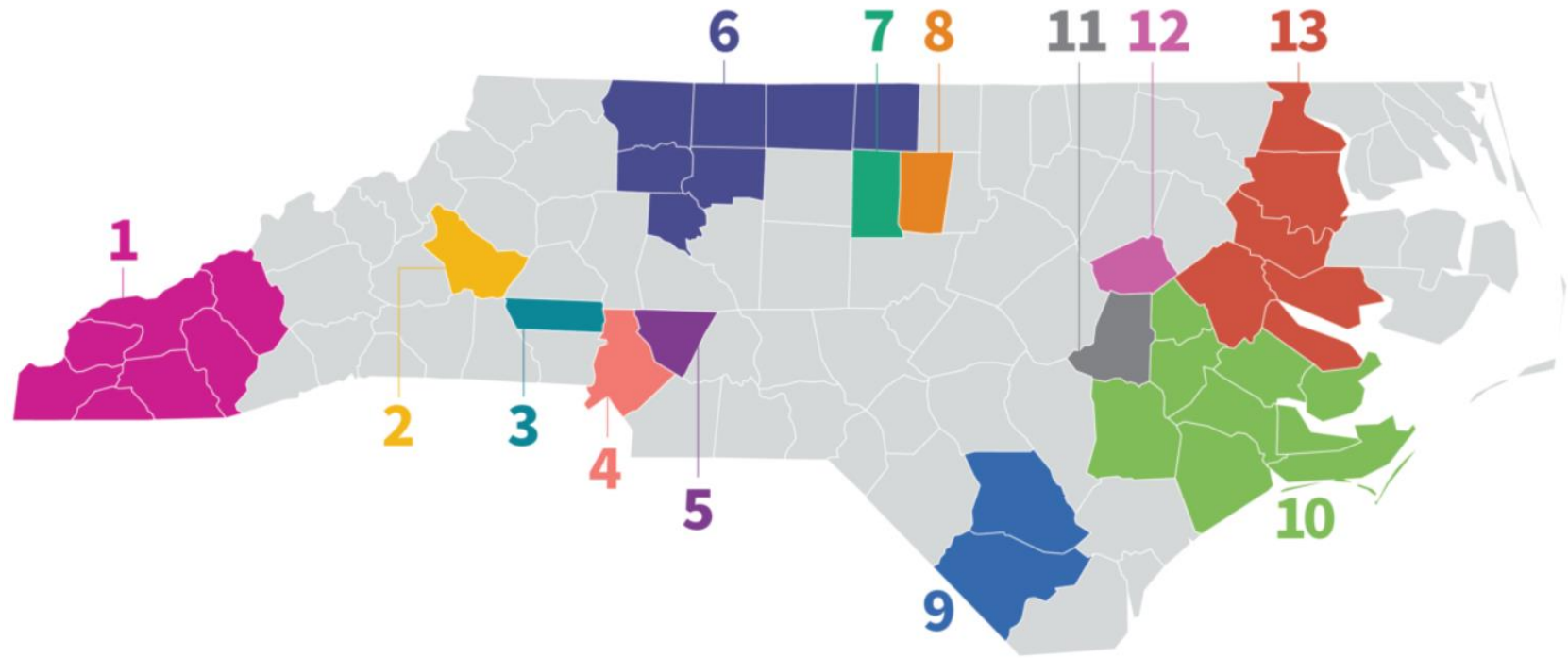
Nicole Sullivan
Adult Correction & Juvenile
Justice
Deputy Secretary

Program One Announcement



Durham Tech Community College
March 16th, 2022

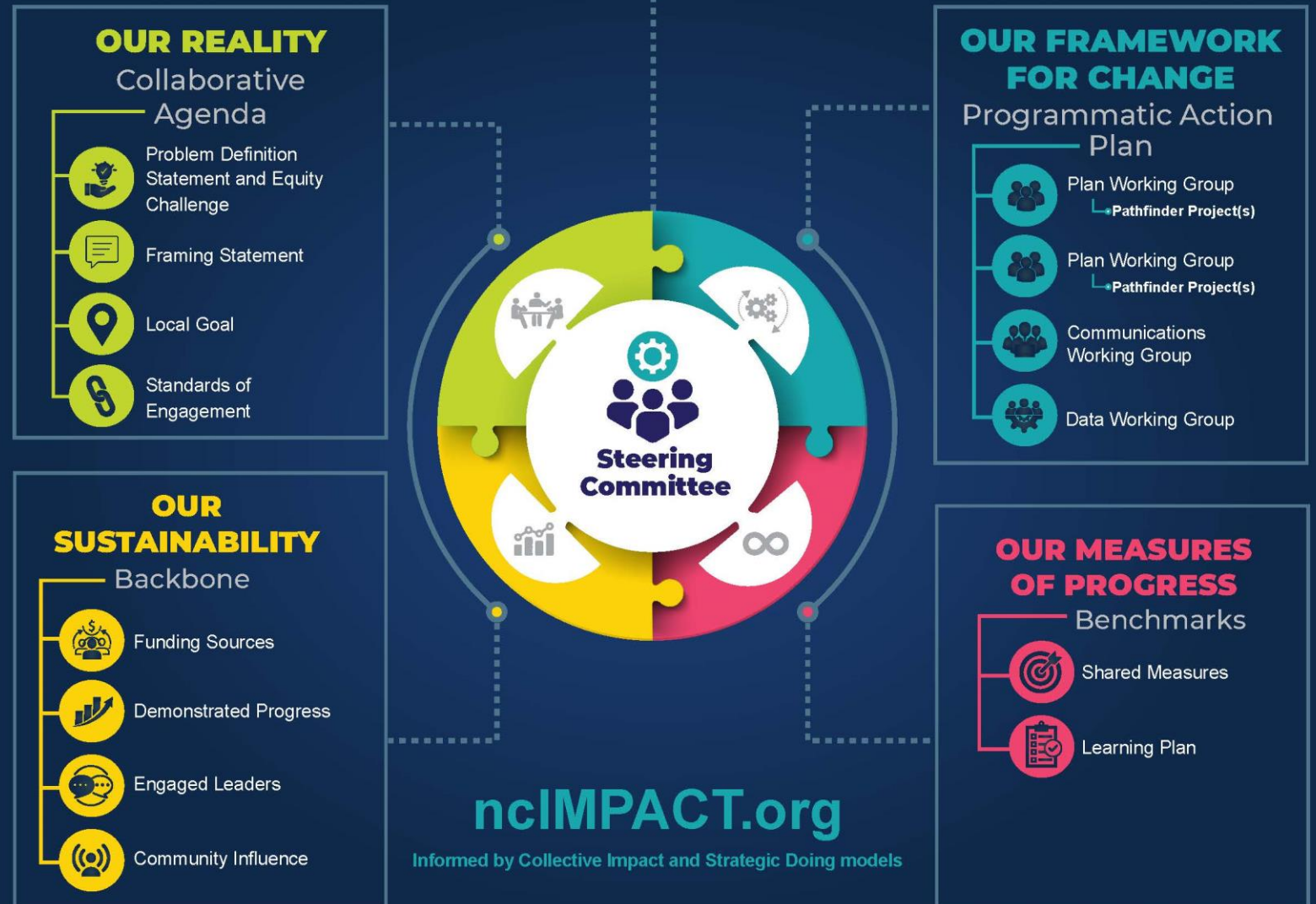
13 community
teams
representing
37 counties



CROSS-SECTOR COLLABORATION | OUR APPROACH

OUR VISION: Summary of Framing Question, Local Goal and Equity Challenge

The ncIMPACT Initiative Model



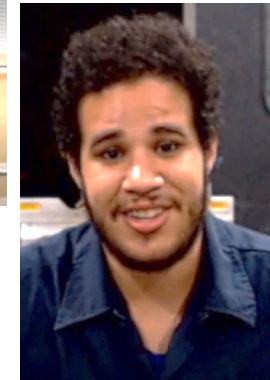
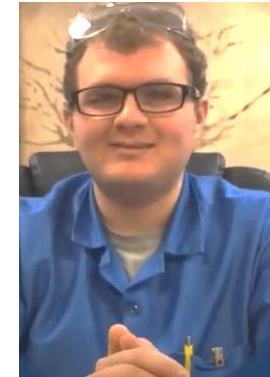
We Started with Stories of Thriving

The Assets

1. Opportunities for skilled trades that allow for stable employment after completing their GED, apprenticeship program, or participating in WIOA.
2. A caring mentor or advocate who provides ongoing encouragement and helps them navigate through the systems.
3. Financial support to make ends meet while pursuing their dreams.

The Opportunity

Many expressed a strong desire to pursue further education, share their story to inspire others, start programs that help their communities, and be successful business owners.



Who is Missing from the Work of Thriving?

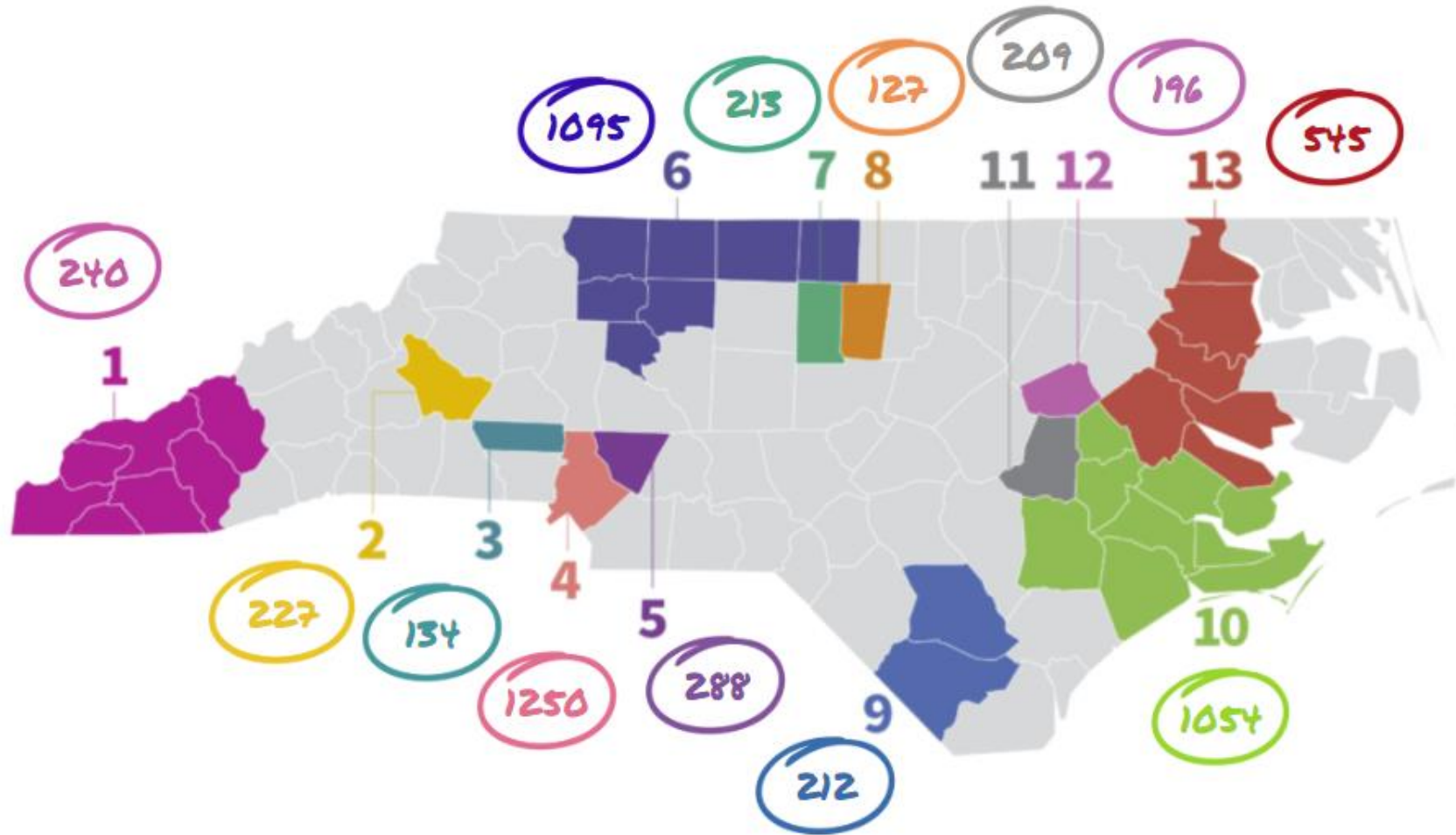
- Local government, including elected officials and agency representatives from social services, law enforcement, housing authorities, and recreation
- Education providers, including community colleges and alternative education programs
- Businesses owners and chambers of commerce
- Community and faith-based organizations, including food pantries, substance misuse recovery programs, and recreation focused.
- Students and young adults, including Opportunity Youth and their parents
- Workforce development boards and other business services providers
- Representatives from the Latinx community



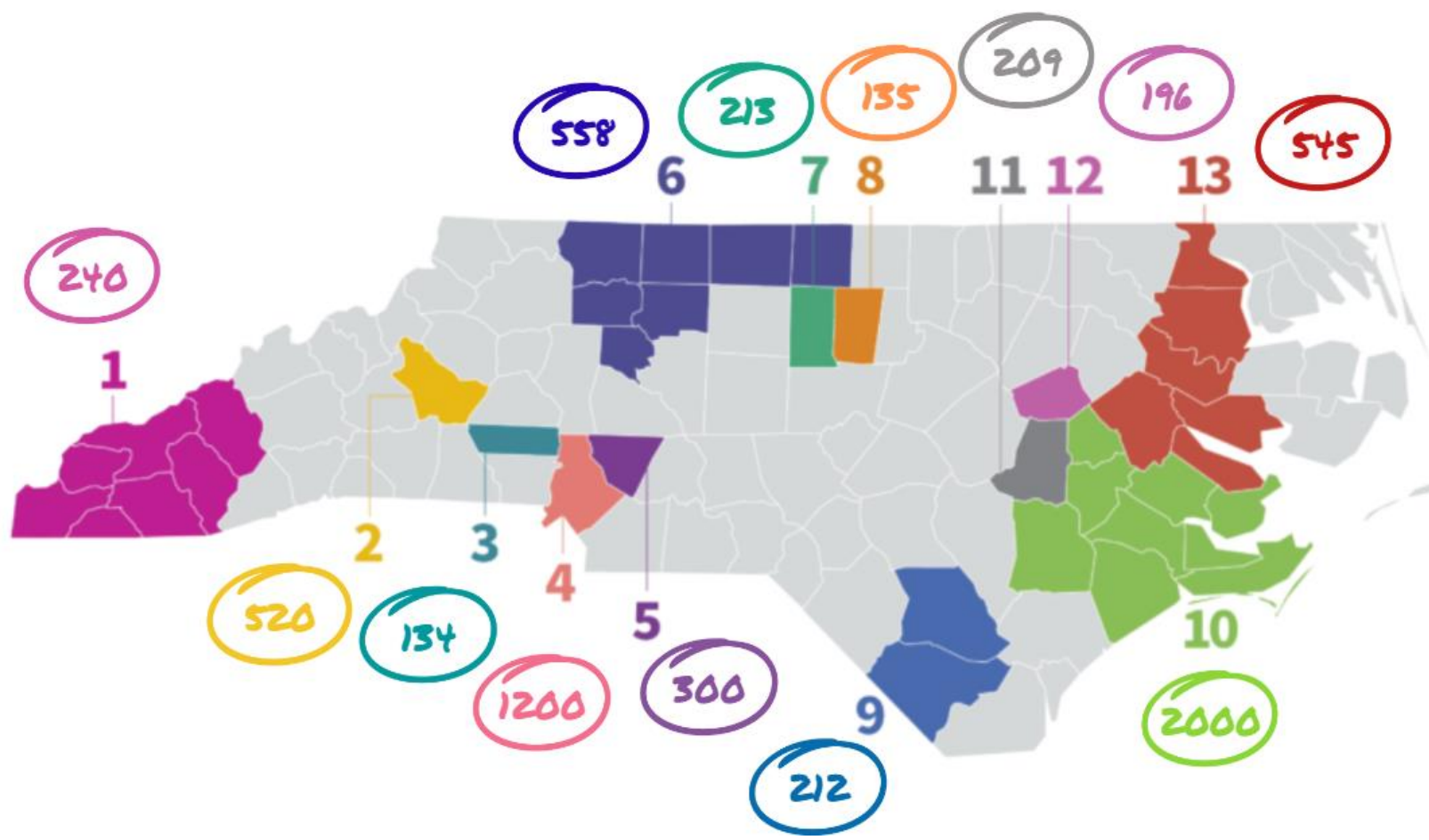
Where are we now?

What are the teams seeking to accomplish?

We offered ambitious goals for 2025...



...but they wanted to reach more! Nearly 700 more!

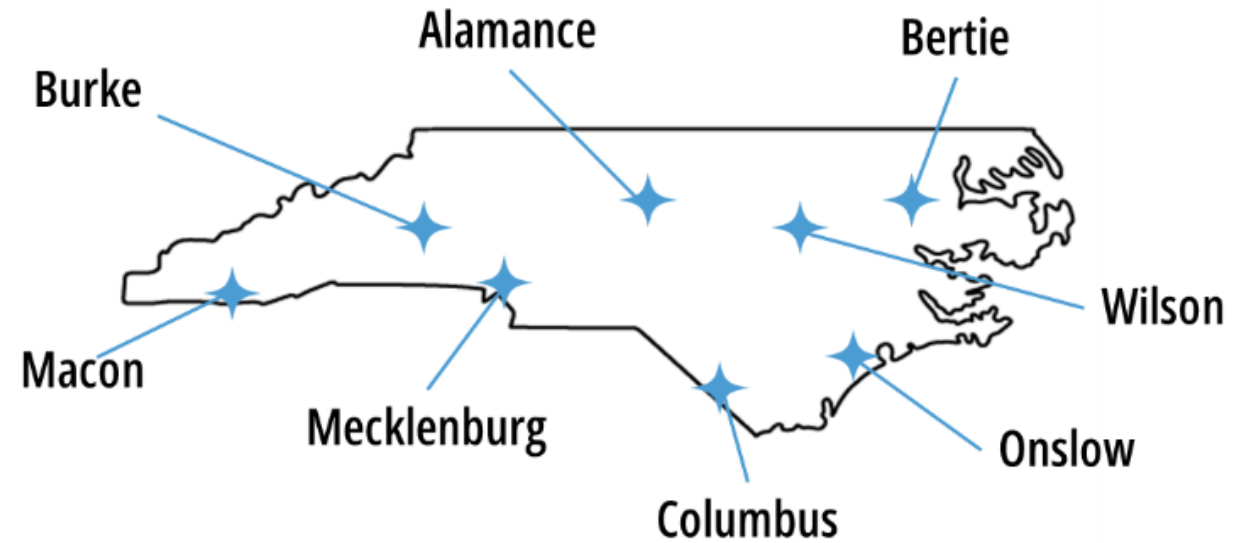


More support through data gathering

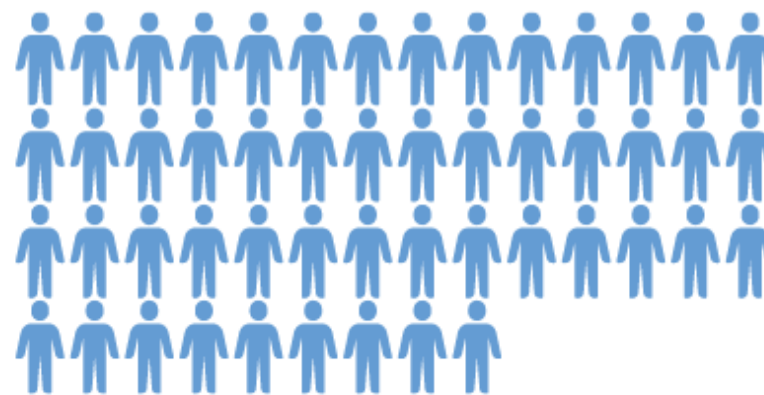
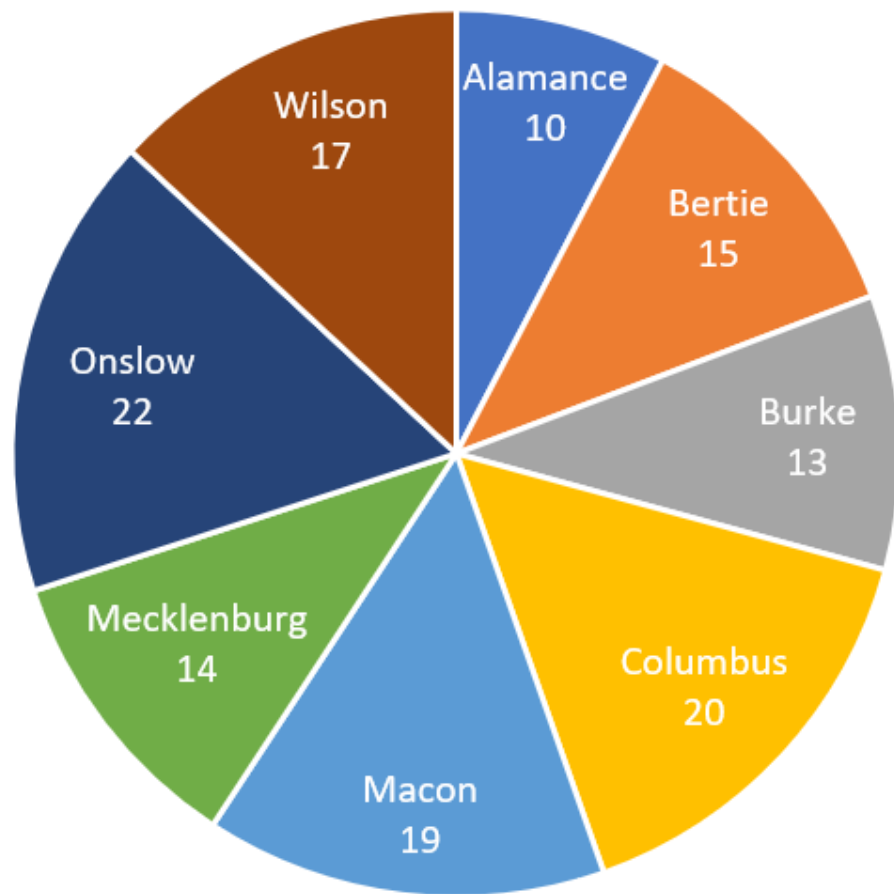
Helping clarify challenges and identify solutions

Held Focus Groups To Hear Experiences From Across the State

- ncIMPACT and NCGrowth collaborated on a series of focus groups across all 8 of NC's prosperity zones
- Talked with employers, workforce support providers, and young adults about their experiences
- Focus group conversations were recorded and transcribed; thematic analysis is ongoing



Focus Group Participants



51%
WORKFORCE
SUPPORT
PROVIDERS

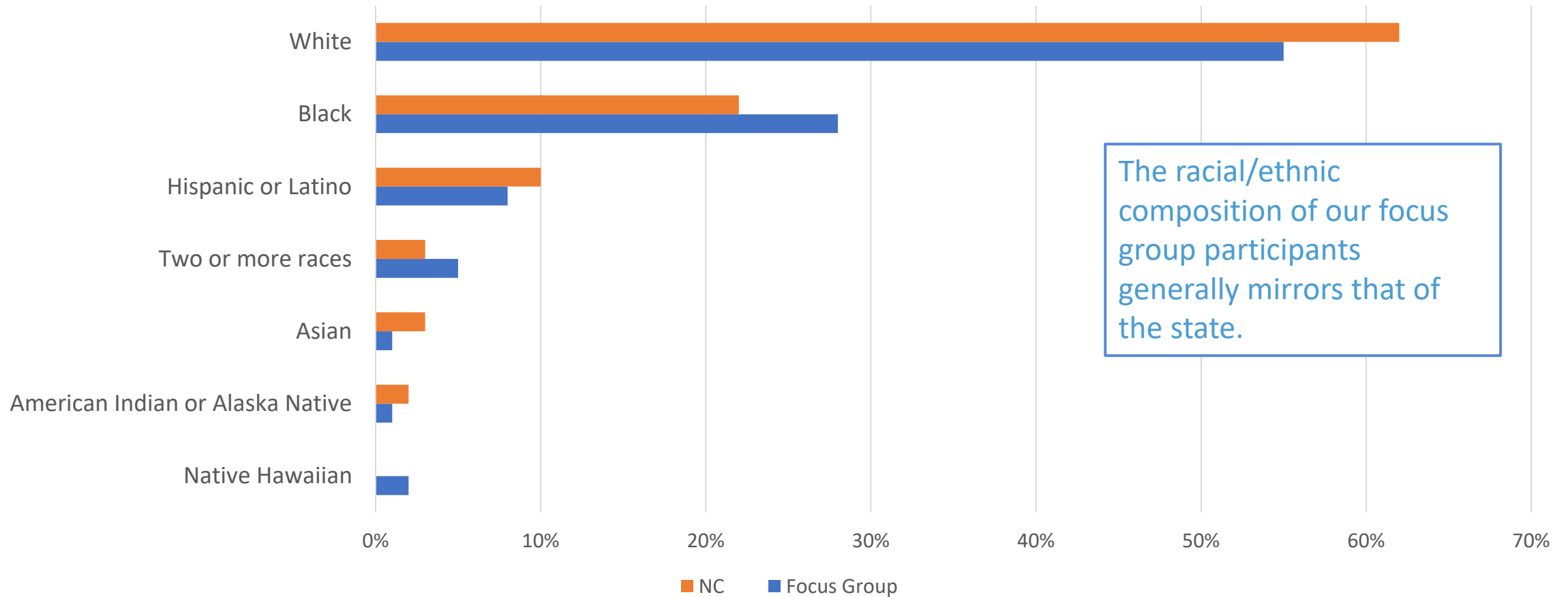


30%
EMPLOYERS

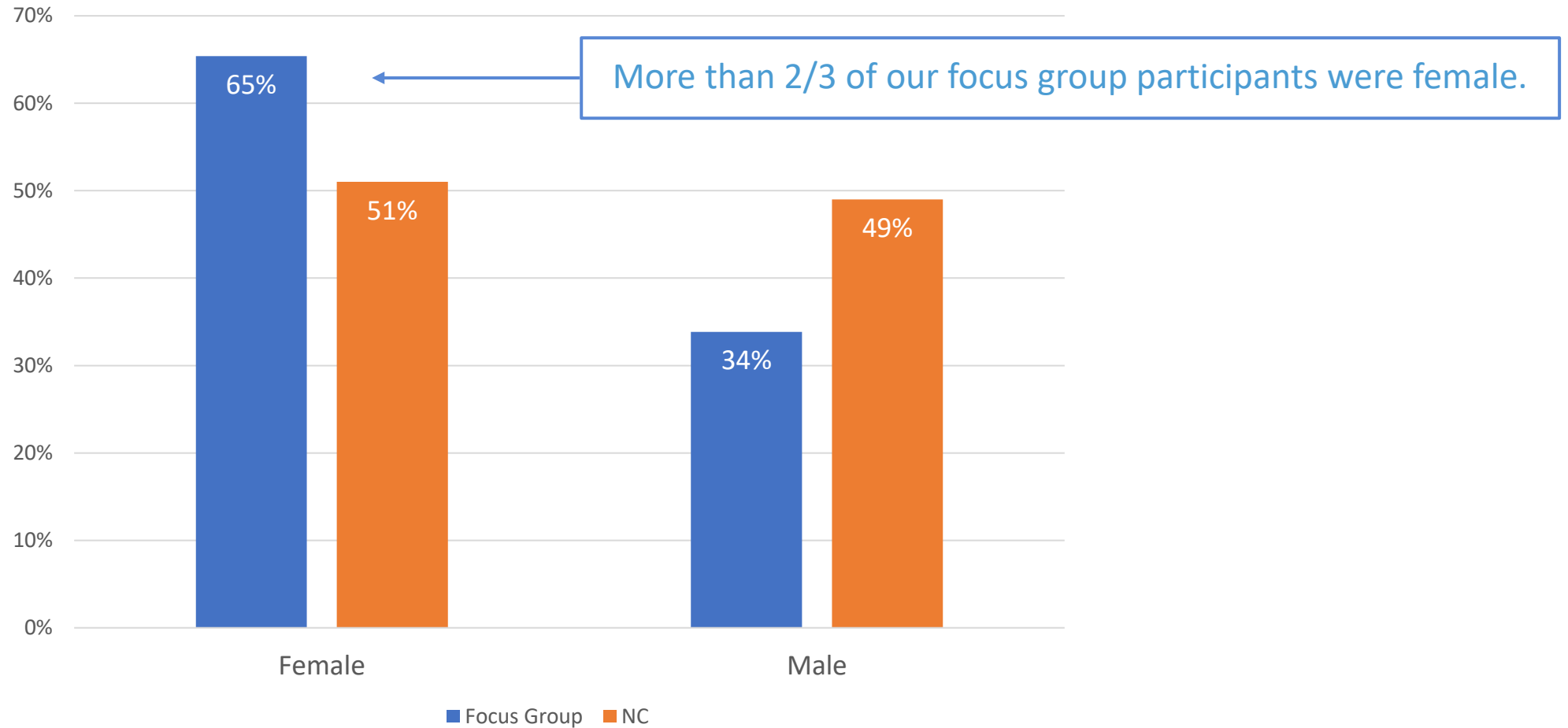


19%
YOUNG ADULTS

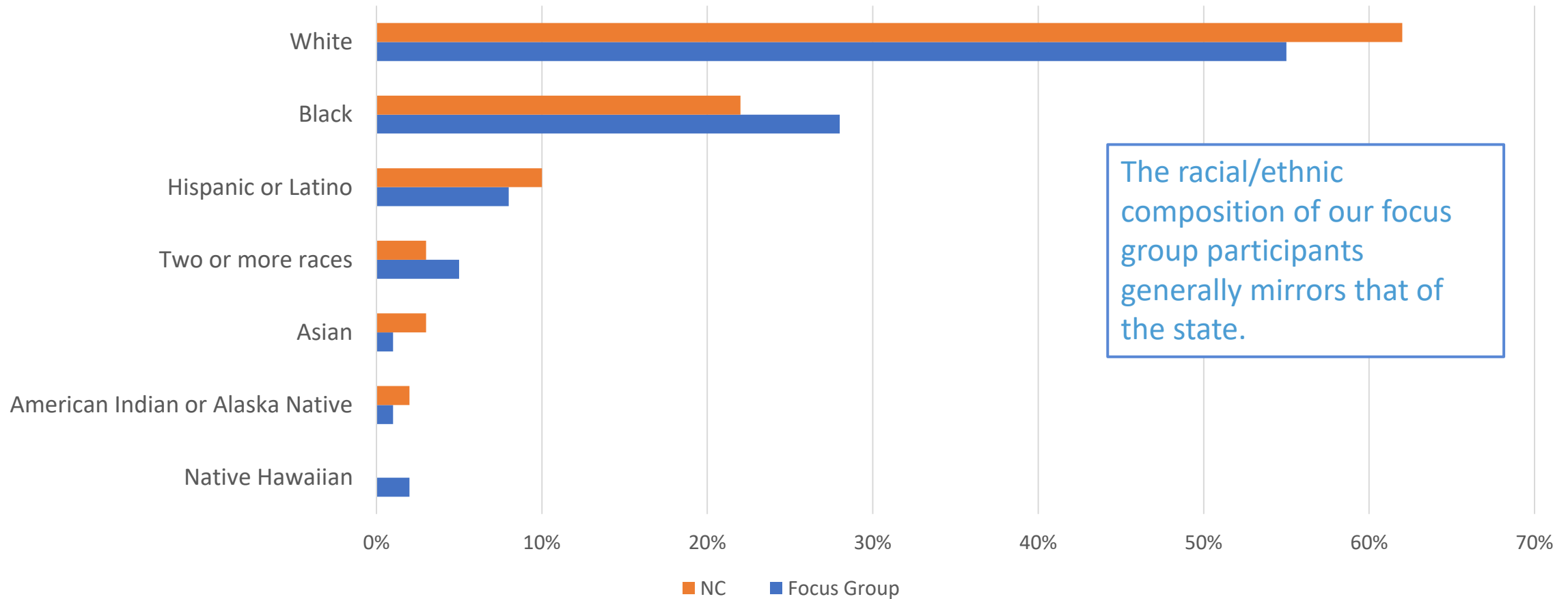
Focus Group Participants



Focus Group Participants



Focus Group Participants



Diverse Voices Represented

EMPLOYERS

Manufacturing

Healthcare

Restaurant/Hospitality

Local Government

Education



SUPPORT PROVIDERS

NCWorks/NextGen

K-12 & Comm. Colleges

Department of Social Services

Nonprofit Organizations



YOUNG ADULTS

Average age = 22

40% have a high school degree or less

A mix of young people who were in school, working, both, or neither at the time of our FG

Employers



- Significant difficulty attracting and retaining workers
- High demand for soft skills
- Mixed feelings that the quality of workers has changed/declined
- Some willingness to be more creative and flexible with benefits and workplace environment

Workforce Support



- Significant concerns about mental health and wellbeing of young workers
- Concerns about barriers to employment
- Seeking to expand how they expose young workers to employment opportunities
- Working with employers to adapt/expand hiring practices
- Training needs for young workers AND employers

Young Adults



- Motivated by salary/wages, but equally by other benefits, the workplace culture, and growth
- Some report not feeling respected in the workplace; they do not want to just be someone's employee
- Seeking employers with understanding, inclusiveness, and respect related to diversity (and neurodiversity) and flexibility in the workplace



Loading

Getting to work!

So Much To Look Forward To



OUR STATE, OUR WORK

Remaining Event Schedule, 2023



A Robust Evaluation of What Works and What Doesn't

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



Thank you so much!

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#CarolinaAcross100

Skills and Educational Attainment – Sherry Carpenter

NORTH CAROLINA

PORTRAIT of a
GRADUATE



Overview

- The North Carolina Portrait of a Graduate **launched in October 2022**, the culmination of a nine-month design process that included multiple sectors and 1,200 design team members.
- **Seven competencies (now referred to as DURABLE SKILLS)** were identified to ensure that students are prepared for success beyond high school. These competencies (also referenced as durable skills), when combined with academic rigor, will create a deeper, more engaged learning experience for North Carolina students. Additionally, these durable skills could be a “non-academic” indicator of school quality.

Why Create a Portrait?

- Employers seek Durable Skills nearly four times (3.8X) more frequently than the top 5 technical or hard skills
- The need for students to develop soft skills alongside academic and technical skills was apparent long before the pandemic. However, COVID-19 greatly accelerated it.”

-America Succeeds Report

Zooming into North Carolina



WE STUDIED
2.8 MILLION
JOB POSTINGS
FROM THE PAST
2 YEARS



ACROSS
**22 OCCUPATIONS,
20 INDUSTRIES,
AND OVER
45,000 COMPANIES**



77%
OF THOSE JOB
POSTINGS REQUESTED
**AT LEAST ONE
DURABLE SKILL**

2.1M NORTH CAROLINA JOBS DEMANDED DURABLE SKILLS

[Learn more: NC-America-Succeeds-FactSheet-20-21.pdf \(durableskills.org\)](#)

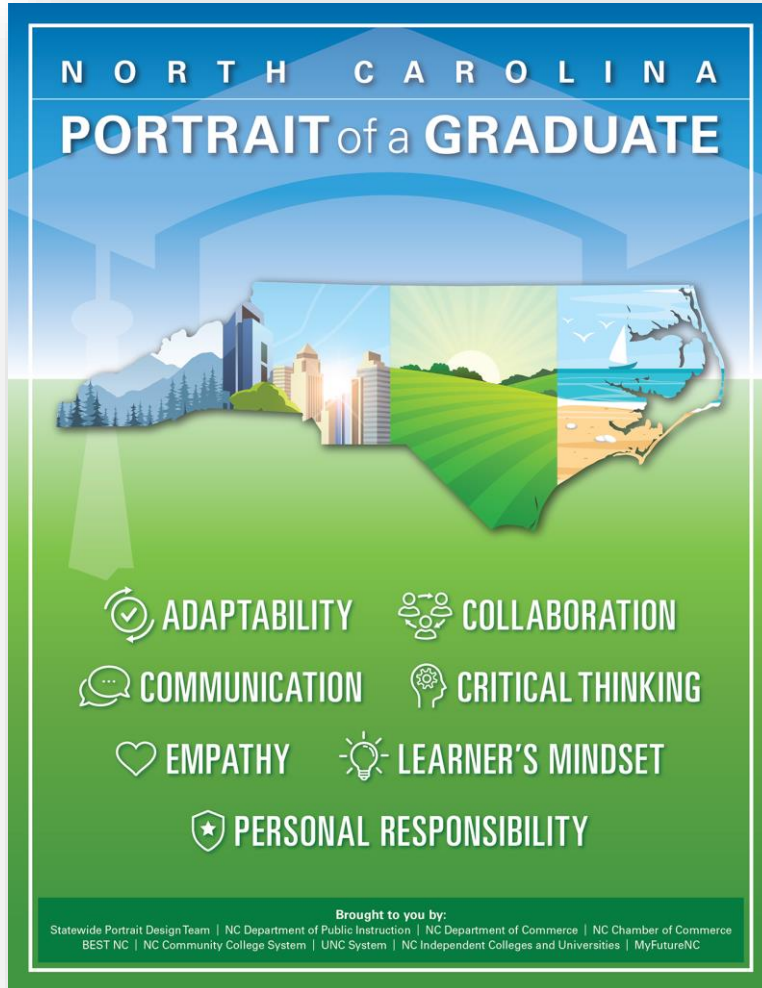
Recapping the Process & Partners

- This process involved nearly 1,200 North Carolinians from across the state including K-12 educators, administrators, families, employers, communities, and higher education institutions.
- NCDPI began working directly with local school districts and charter schools during Spring 2022 to solicit broad participation and engagement.
- Volunteers were organized into Design Teams, which collaborated over three months.

Landscape Shifts


- During Design Team meetings, participants discussed four major shifts affecting the world and how those shifts could influence student learning.
 - Workforce
 - Pace of Change
 - Global
 - Human Interaction

PORTRAIT of a **GRADUATE**




NORTH CAROLINA
PORTRAIT of a **GRADUATE**

NORTH CAROLINA COMPETENCY SET

 ADAPTABILITY	<p>North Carolina Graduates...</p> <ul style="list-style-type: none"> • Demonstrate agility in thought processes and problem-solving. • Accept feedback, praise, setbacks, and criticism. • Balance diverse viewpoints and beliefs to reach workable solutions. • Demonstrate flexibility when navigating challenging situations. • Exhibit steadfastness despite difficulty, opposition, and/or failure.
 COLLABORATION	<p>North Carolina Graduates...</p> <ul style="list-style-type: none"> • Contribute and respond to diverse perspectives to achieve a common goal. • Leverage strengths to resolve conflict and foster teamwork. • Interact respectfully with others in digital and in-person interactions. • Embrace a variety of roles in a group as a participant and a leader.
 COMMUNICATION	<p>North Carolina Graduates...</p> <ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills. • Listen to decipher meaning, values, attitudes, and intentions. • Ask questions and synthesize messages to seek understanding. • Engage in productive discourse to resolve disagreements. • Craft communication for a range of purposes and audiences. • Use storytelling and public speaking to express ideas and connect with others.
 CRITICAL THINKING	<p>North Carolina Graduates...</p> <ul style="list-style-type: none"> • Analyze, assess, and reconstruct personal thought processes. • Apply thinking that is clear, rational, and evidence-based. • Evaluate and prioritize solutions to difficult or complex problems. • Employ creative improvements to systems, processes, and organizations.

Learn more here: <https://bit.ly/NCPortrait>

North Carolina Competency Set



ADAPTABILITY



COLLABORATION



COMMUNICATION



**CRITICAL
THINKING**



EMPATHY



**LEARNER'S
MINDSET**



**PERSONAL
RESPONSIBILITY**

North Carolina Graduates...

- Demonstrate agility in thought processes and problem-solving.
- Accept feedback, praise, setbacks, and criticism.
- Balance diverse viewpoints and beliefs to reach workable solutions.
- Demonstrate flexibility when navigating challenging situations.
- Exhibit steadfastness despite difficulty, opposition, and/or failure.



North Carolina Graduates...

- Contribute and respond to diverse perspectives to achieve a common goal.
- Leverage strengths to resolve conflict and foster teamwork.
- Interact respectfully with others in digital and in-person interactions.
- Embrace a variety of roles in a group as a participant and a leader.



COLLABORATION

North Carolina Graduates...

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills.
- Listen to decipher meaning, values, attitudes, and intentions.
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North Carolina Graduates...

- Analyze, assess, and reconstruct personal thought processes.
- Apply thinking that is clear, rational, and evidence-based.
- Evaluate and prioritize solutions to difficult or complex problems.
- Employ creative improvements to systems, processes, and organizations.



North Carolina Graduates...

- Demonstrate understanding, sensitivity, concern, and respect.
- Share in others' feelings, opinions, and experiences through personal and digital connections.
- Value and embrace diverse cultures and unique perspectives.
- Foster belonging and trust through mutual respect and dialogue.



EMPATHY

North Carolina Graduates...

- Possess an ongoing desire to learn, unlearn, and relearn.
- Embrace curiosity to experience new ideas, demonstrate growth, and persist through challenges.
- Translate knowledge to provide different contexts to drive change and innovation.
- Develop positive attitudes and beliefs about learning.



**LEARNER'S
MINDSET**

North Carolina Graduates...

- Adhere to a set of core values that are evident in choices and actions.
- Earn trust and respect through honest, principled behaviors.
- Honor commitments.
- Recognize how personal decisions and actions have impacts beyond self.
- Take ownership of decisions and persevere through challenges.
- Demonstrate self-control and composure.



Unveiled!

- Roundtable discussion
- 2022 Sandhills Regional TOY Elizabeth Santamour
- 2022 Wells Fargo NC Principal of the Year Dr. Patrick Greene
- 6 students
 - Micah
 - Raj
 - Shyanne
 - Emersen
 - Marcela
 - Lily



Spanish Assets



Preguntas más comunes

Para difusión entre estudiantes o padres en colegios o distritos, o miembros de la comunidad que busquen información adicional sobre el propósito, el proceso y siguientes pasos del Retrato de un Graduado.

P. ¿Qué es el Retrato de un Graduado?

- El Retrato de un Graduado es una perspectiva colectiva que articula las aspiraciones que tiene Carolina del Norte de definir de mejor manera las habilidades que requieren los estudiantes para ser exitosos después de la secundaria. Fue desarrollado por y basado en más de 1.150 residentes de Carolina del Norte de todo el estado.
- Este Retrato incluye los saberes, la mentalidad y las habilidades que los estudiantes deberían poseer para alcanzar el éxito en un mundo rápidamente cambiante y complejo.

P. ¿Por qué crear este Retrato de un Graduado para Carolina del Norte?

- Hoy, más que nunca, las experiencias educativas deben no solo proveer la adquisición de contenidos rigurosamente académicos, sino también promover de manera más deliberada la comunicación, la comunicación, la adaptabilidad y otras habilidades durables que los estudiantes necesitan para prosperar.
- Nuestro sistema de responsabilidad debe proveer un panorama más integral de lo que significa el éxito del estudiante. El Retrato ayudará a lograrlo al servir como medida más balanceada, demostrando el crecimiento y el desempeño de un estudiante mientras garantiza su preparación para la vida civil, su carrera o la universidad.

P. ¿Quién estuvo involucrado en la creación del Retrato de un Graduado?

- El proceso de diseño del Retrato de un Graduado fue liderado a nivel regional porque el sistema educativo del estado se fortalece al involucrar directamente a la comunidad en la estructuración del trabajo.
- Más de 1.150 residentes de Carolina del Norte, desde las montañas hasta la costa; educadores, estudiantes, familias y representantes de empresas locales, instituciones sin ánimo de lucro, juntas de desarrollo de trabajadores y de educación superior conformaron los cuatro Equipos de Diseño del Retrato.
- Para fortalecer sus capacidades, los ocho Directores Regionales de NCDPI (Departamento de Instrucción Pública de Carolina del Norte) trabajaron directamente con distritos escolares para lograr participación y compromisos más amplios. Más del 75 por ciento de los participantes en los Equipos de Diseño fueron reclutados localmente.
- El NCDPI también consiguió la colaboración de aliados del sector de todo el estado para asegurar que todas las voces y perspectivas estén representadas, incluyendo las del Sistema de Universidades Comunitarias de CN, el Sistema de la Universidad de Carolina del Norte, Institutos y Universidades Independientes, BestNC, myFutureNC, Comunidades en Escuelas, el Departamento de Comercio de Carolina del Norte, juntas de desarrollo de trabajadores, el Instituto de Asuntos Emergentes y la Cámara de Comercio de Carolina del Norte.

P. ¿Cómo fue el proceso de creación del Retrato de un Graduado?

- Los Equipos de Diseño del Retrato de un Graduado se reunieron tres veces para generar una visión unificada y colectiva para todos los estudiantes, y delinear las competencias requeridas por los estudiantes para ser exitosos y prosperar en este mundo.
- A lo largo de tres reuniones, los Equipos de Diseño del Retrato:
 - Examinaron los cambios del mundo y las implicaciones sobre nuestros estudiantes.
 - Discutieron las competencias requeridas por los estudiantes para prosperar hoy y mañana.
 - Identificaron y contextualizaron esas competencias para nuestros estudiantes que deben partir de una visión compartida y a nivel estatal.
 - Discutieron cómo hacer del Retrato de un Graduado una realidad para todos los estudiantes.
- Es a lo largo de estas discusiones que los Equipos de Diseño del Retrato decidieron de forma colectiva qué competencias deberían incluirse en el Retrato, y qué debería saber y ser capaz de hacer un estudiante competente a nivel global al graduarse de la secundaria.

P. ¿Cuál es el objetivo del Retrato de un Graduado?

- El Retrato a nivel estatal de Carolina del Norte identifica las competencias con las que preparar a los estudiantes para un mundo siempre cambiante que está impulsado por la tecnología, la interacción humana y la innovación.
- Este Retrato provee a líderes escolares y profesores con un marco de referencia para que diseñen la instrucción de manera que promueva competencias para el mundo real y preparación para el mundo laboral.
- Una meta complementaria es usar el Retrato — que resalta las competencias más valoradas por residentes de Carolina del Norte — para anclar un nuevo sistema multi medidas de exámenes y responsabilidades que sea más balanceado. Este es un enfoque diferente al actual sistema de exámenes y responsabilidades, el cual le asigna a las pruebas un valor demasiado alto para determinar el desempeño de los estudiantes y las escuelas.
- En últimas, el Retrato promueve un mejor alineamiento entre futuros empleadores, comunidades, proveedores de educación superior y las familias que dependen de nuestras escuelas para la preparación de los estudiantes ante el plan post secundario de su elección.

P. Una vez se adopte el Retrato por parte de un distrito escolar, ¿qué significa esto para los estudiantes y sus padres? ¿Qué cambia para los estudiantes?

- Para la mayoría de las comunidades del estado, esta será la primera vez que realmente escuchen y vean expresados en términos tangibles y alcanzables los deseos, sueños y aspiraciones colectivas de los estudiantes de Carolina del Norte.
- Los padres y estudiantes deben esperar ver que las competencias identificadas se incorporadas a las experiencias de aprendizaje en sus salones, empezando desde la primaria y cultivadas hasta su graduación.
- Los padres y estudiantes pueden anticipar evaluaciones que vayan de la mano con los requerimientos de un mundo cambiante y dinámico; que no dependen solo de las pruebas de fin de grado o fin de curso, sino que se complementan con diversos factores que califican las destrezas tales como la adaptabilidad, la colaboración y la comunicación que preparan a los estudiantes para el mundo laboral y la interacción cívica.

To assist schools: the POG Playbook

- **When:** Monthly distribution to the field November-May
- **Why:** To familiarize districts with the Portrait durable skills
 - Elementary
 - Middle
 - High school
- **How:**
 - To spark conversations in schools
 - To identify / promote activities around each competency
 - To make the Portrait tangible to schools
 - Activities for teachers, administrators, counselors and central office

Portrait of a Graduate Playbook

The North Carolina Department of Public Instruction Portrait of a Graduate Playbook will help stakeholders familiarize and build Portrait of a Graduate competencies released on October 18, 2022. This Playbook is intended to provide Public School Unit leaders, teachers, and support staff with a broader understanding of the durable skills and mindsets identified as essential for North Carolina graduates to embody. This Playbook will also serve as a resource for external stakeholders (i.e. business leaders, county commissioners, clergy, etc.). It provides valuable insight as to how the identified competencies, when demonstrated by North Carolina graduates, can factor into post-secondary employment, enlistment, or enrollment into higher education or credential attainment.

This Portrait of a Graduate Playbook is a living document that will be updated periodically with resources. **Each month, we will add another competency until all seven are reflected in this document.** Please check back monthly for updates to the resources in the Monthly Map, Resources, & Example Activities section.

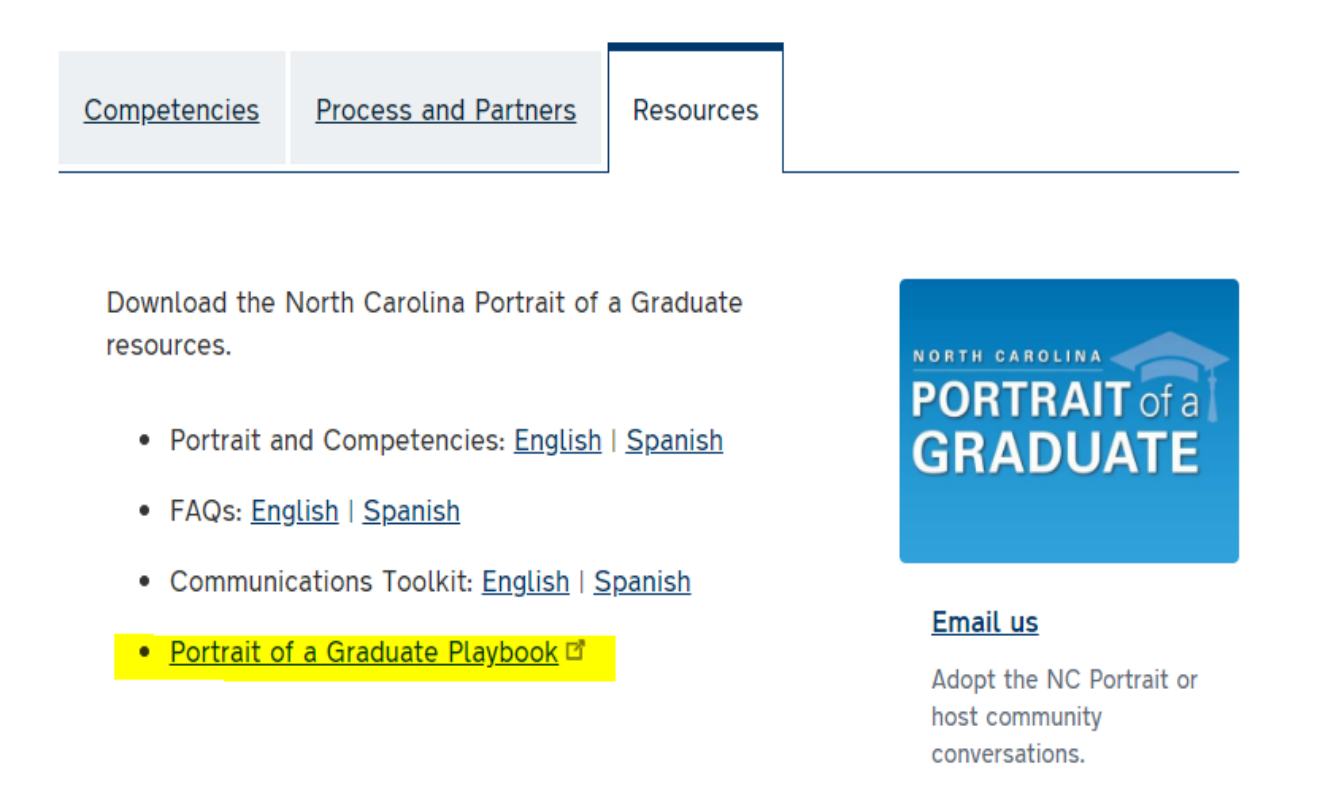
Phase I: Familiarizing

Phase II: Operationalizing

Phase III: Assessing

Check out the Portrait and Resources:


- **Where:**
 - Resources tab! of the NC Portrait of a Graduate webpage
 - The Playbook
- **Learn more:**
 - View the final Portrait [here](#)
 - View an FAQ [here](#).
 - Visit the webpage [here](#)



The screenshot shows the 'Resources' tab selected in the navigation menu. Below the menu, there is a heading 'Download the North Carolina Portrait of a Graduate resources.' followed by a list of links: 'Portrait and Competencies: [English](#) | [Spanish](#)', 'FAQs: [English](#) | [Spanish](#)', 'Communications Toolkit: [English](#) | [Spanish](#)', and 'Portrait of a Graduate Playbook' (highlighted in yellow). On the right side, there is a blue logo for 'NORTH CAROLINA PORTRAIT of a GRADUATE' and a section titled 'Email us' with the text 'Adopt the NC Portrait or host community conversations.'

Competencies Process and Partners **Resources**

Download the North Carolina Portrait of a Graduate resources.

- Portrait and Competencies: [English](#) | [Spanish](#)
- FAQs: [English](#) | [Spanish](#)
- Communications Toolkit: [English](#) | [Spanish](#)
- **Portrait of a Graduate Playbook** 

NORTH CAROLINA PORTRAIT of a GRADUATE

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Adopt the NC Portrait or host community conversations.

Phases II- Rubrics

- Goal: support educators, admins, and students in building and implementing the durable skills that prepare them for an ever-changing world.
 - **What:** the Rubric Writing Teams will develop grade span rubrics for each of the 7 competencies
 - **Who:** recruited educators, principals/assistant principals, CAOs, school counselors and others with specific knowledge to support this work from all 8 education regions. Leadership Team identified and expanded
 - **How:** Battelle for Kids will facilitate the process
 - **When:** March through June 2023



Rubric Development: Design Timeline

Create Suggestions for Use Document

- Will accompany the Portrait of a Graduate Rubrics
- "Suggestions for Use" will ease implementation in school buildings and classrooms



Rubric Description and Suggestions for Use

Assessing the North Carolina Portrait of a Graduate Competencies – Communication, Critical Thinking, Adaptability, Empathy, Learner's Mindset, and Personal Responsibility – is imperative for any credible 21st century teaching and learning initiative.

The North Carolina Competency rubrics support educators in assessing the competencies throughout their systems of teaching and learning. This master set of North Carolina Competency Set rubrics covers grades K-2, 3-5, 6-8, and 9-12 in each of the North Carolina Competencies: Communication, Critical Thinking, Adaptability, Empathy, Learner's Mindset, and Personal Responsibility.

These rubrics have been designed with formative assessment of student work in mind, but they can be adapted for many additional uses. These general purpose rubrics are designed to:

- Define the performance areas associated with each of the North Carolina Competency Set.
- Define important dispositions and habits of mind associated with each of the North Carolina Competency Set.
- Support balanced, formative assessment of the North Carolina Competencies.
- Illustrate a continuum of performance, including exemplary performance, in each category.
- Provide a common vocabulary for stakeholders regarding the North Carolina Competency Set.
- Be adapted for use in different grade levels and core academic subject areas.
- Help teachers assess performance on complex tasks that enable students to demonstrate mastery of targeted 21st century skills.
- Be customized by educators, specialists, curriculum designers, assessment designers and/or students.

It is important to note that the rubrics are "content agnostic" - - by design, they have not been aligned with any core academic subject areas. Users of the rubrics may choose to adapt them for such use.

Not a Flat Stanley

- Hosted business roundtable with America Succeeds to gain further feedback on durable skills
- Communication plan in progress for rubrics/ suggestions for use document
- AIM conference (Julie Pittman)
- Portrait of an Administrator (Tabari Wallace)

Phase III - Assessment

- Planning – May 2023
- Kickoff Fall 2023
- Integrate into CBE platform
- Indicator for School Performance Grade Redesign

NORTH CAROLINA

PORTRAIT of a GRADUATE





Thank you!

Visit bit.ly/NCPortrait for more information.
#NCPortraitofaGraduate

Employer Leadership – Jeff Frederick

Local Innovation – Cynthia Speight

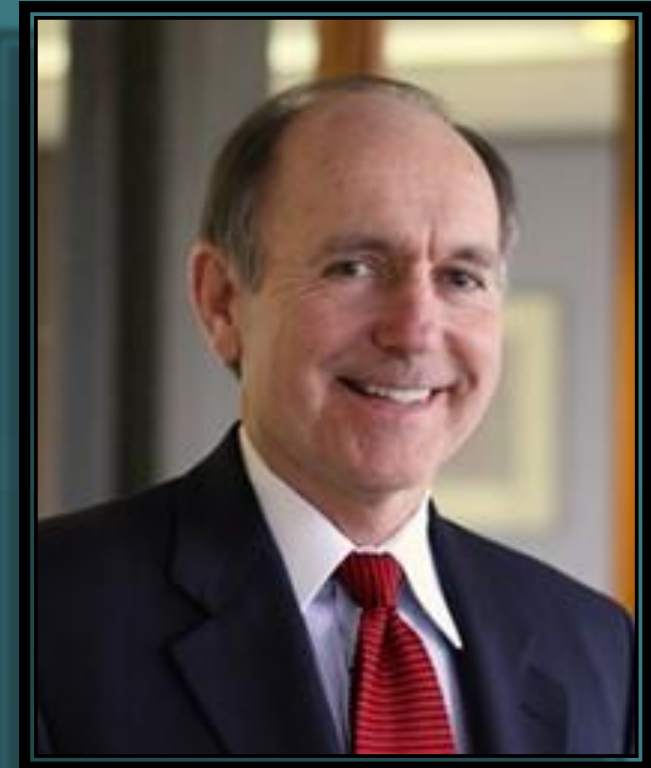
Governance and System Alignment – Chris Egan

CPS 09-2021, Change 1 – WIOA Youth Formula Funds Expenditure Requirements

Closing Remarks

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Tom Rabon, Chair NCWorks Commission



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- **August 9, 2023 – McKimmon Center (Raleigh, NC)**
- **November 8, 2023 – Harrah's Cherokee Hotel**



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