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RECOMMENDATIONS AND COMMISSION PRIORITIES

As indicated in **Appendix A**, myFutureNC committee work was merged and consolidated between the third and fifth Commission meetings (August through December 2018), with the result being the priorities and focus areas included in the main report. This Appendix maps each committee's final recommendations onto the merged versions. The table below also includes each committee's sustainability recommendations and an indication of how those connect to the final sustainability recommendations included in the **Moving the Work Forward** section of the main report.

(Table begins on next page.)

P-12	Postsecondary	Workforce	Merged
Education and Workforce Alignment			
Embed shared metrics across P-12, postsecondary, workforce in accountability and public reporting systems at the school, district, county, or regional levels			**1. Align Academic Expectations across P-12 and Postsecondary**: *Broaden and improve academic alignment within and between P-12 and postsecondary by continuing to refine current and, when necessary, establishing new cross-sector partnerships, policies, and processes that support clear, understandable, and shared academic expectations as students transition between education sectors.*
Ensure the school and early learning accountability systems are relevant and meaningful to parents, students, and other stakeholders			
Set clear and consistent articulation policies about earning postsecondary credit in high school, including working across P-12 and postsecondary to create transparent articulation policies and hold each sector accountable	*Expand, smooth, and align transfer processes across the secondary and postsecondary sectors and within postsecondary systems to promote student success*	*Recognize quality, innovative learning experiences in high school and the workforce for postsecondary credit for non-traditional students*	**2. Ensure Seamless Transitions across Education Sectors**: *Smoothing the procedural components of transitions—tasks that students and families must complete to move from one sector to the next, such as application processes—is equally as important as academic alignment. Review and revise policies and processes to ensure that student transitions within P-12 and between the pre-K, P-12, and postsecondary education sectors are seamless. Focus in particular on the transitions into kindergarten; between elementary, middle, and high school; and into postsecondary certificate and degree programs.*
	Develop a comprehensive strategy to support seamless transitions into postsecondary education for both K-12 and returning adult students		
Ensure all career and technical pathways are high-quality and industry-aligned	*Improve postsecondary preparation and cultivate awareness and aspirations by developing a statewide approach to transitioning students from K-12 to postsecondary, as well as to assisting adult learners who are entering or reentering postsecondary education*	*Prioritize employability skills development within the education continuum statewide*	**3. Develop More Pathways from Education to Meaningful North Carolina Careers**: *Alignment does not end at the postsecondary level. Ensure that P-12 and postsecondary sectors coordinate with employers to provide guided pathways that are industry-aligned and develop the knowledge, employability skills, and competencies students need to succeed in high-wage, high-demand jobs. Successful coordination will require development of accessible, clear, and streamlined processes for linking businesses with educators.*
	Ensure graduating postsecondary students are prepared to succeed in a high-wage, high-demand job	*Ensure all career and technical education pathways are high-quality and industry-aligned, meeting workforce demand through sufficient talent supply*	
	Align postsecondary program offerings with current and projected state and regional workforce needs		
	Establish or strengthen structures to align postsecondary degree and career pathways with labor market needs	*Increase state-level support for efforts to improve and expand education-to-workforce alignment*	

P-12	Postsecondary	Workforce	Merged
**Access to Lifelong Educational Opportunities**				
Invite and intentionally facilitate the participation of a wider range of participants to policymaking conversations from the beginning, including intentional seats for families and youth of color. "Design with" instead of "design for"		*Elevate the state's commitment to equity by coordinating a state-level review, revision, and expansion of efforts to provide equitable opportunity across all sectors*	
Make racial equity an agency-wide priority for state and local agencies by setting ambitious and achievable racial equity-related goals within and across divisions that are tied to broader state and local goals and strategies			**1. Ensure Access to a High-Quality Learning Environment for Every Student at Every Level***: Dedicate the resources necessary to ensure that every student has access to high-quality, positive, and effective learning environments—challenging, academically robust educational settings that are staffed by competent, well-trained educators, have the resources necessary for supporting an effective instructional program, and in which students both believe they can succeed and feel a sense of belonging, encouragement, and support—from the earliest years of schooling through postsecondary, anywhere in the state.*
Gather and publicly report robust myFutureNC metrics by race/ethnicity, income, gender, learning differences, and urbanicity/geography, and take action based on the patterns and trends illuminated by the data			
Take urgent action to promote positive learning environments and elevate opportunities for African-American male children and youth, beginning in the earliest years and continuing through high school and beyond			
	Make the postsecondary system more affordable by increasing investment in state need-based financial aid		**2. Improve Postsecondary Access and Affordability***: Improve postsecondary affordability and increase accessibility by developing strategies not only to make access to postsecondary opportunities less expensive for families and more responsive to the needs of both new and returning students, but also to make delivery of those opportunities more efficient and more flexible for institutions.*
	Make the postsecondary system more affordable by reducing the cost of educational delivery		
Address the unique needs of schools and students in low-income rural and urban areas		*Identify, evaluate, and scale efforts to significantly reduce educational and workforce quality disparities that exist in some rural areas*	**3. Strengthen Educational Opportunities in Economically Distressed Communities***: Better prepare North Carolinians in our most economically distressed communities for higher-wage, high-demand employment opportunities by coordinating public sector and business community efforts to increase outreach and promote evidence-based policies and practices.*

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P-12	Postsecondary	Workforce	Merged
Preparation for Education, Career, and Life			
Ensure all students have access to educators who meet their unique needs, improving strategies to recruit, prepare, support, and retain high-quality principals and teachers, particularly for schools in greatest need			**1. Recruit, Develop, and Retain Excellent Educators Statewide**: *Improve recruitment, preparation, support, constructive evaluation, and retention of high-quality educators at all levels: childcare center and preschool teachers and leaders; K-12 teachers, teacher-leaders, and administrators; and higher education faculty and leadership. To ensure that all students have access to educators who can meet their unique needs, focus initial efforts on improving compensation; increasing the pool of teachers and leaders of color; preparing teachers for high-need childcare and preschool centers as well as high-need schools; enhancing educator preparation for working with students with special needs; and expanding access to evidence-based professional development that maximizes educator potential.*
Support local districts and schools in adopting and using high-quality, aligned curriculum and instructional materials			**2. Adopt Rigorous, Standards-Aligned, Culturally Relevant Curricula**: *Provide guidance to help every school district adopt and use high-quality, evidence-based, NC Standard Course of Study-aligned, and culturally relevant curricula and instructional materials.*
Expand access to high-quality learning environments from pre-kindergarten through third grade			**3. Prioritize High-Quality Early Learning**: *Ensure that every learning environment in pre-kindergarten through third grade has the capacity to prepare every student for transition into fourth grade and for success in the grades beyond.*
Beginning in the early years and continuing through high school, improve awareness about postsecondary and career options/pathways among students, families, and educators, and strengthen counseling	*Significantly increase the number of high school graduates who possess college-ready skills in English Language Arts and mathematics and immediately enroll in non-remedial coursework in postsecondary*		**4. Strengthen Postsecondary Readiness**: *Evaluate and strengthen postsecondary readiness through targeted, regular interventions that address both academic and social-emotional preparation, beginning in middle school and extending through the postsecondary transition years (11th grade through the first year of postsecondary education).*
Ensure all students have high-quality opportunities in 11th and 12th grade to gain the knowledge and skills they need to be successful in postsecondary credit-bearing coursework, particularly in English, literacy, and mathematics			
Ensure that every student who receives a North Carolina high school diploma is truly college or career ready			
Provide students with opportunities to accelerate their momentum toward postsecondary attainment			**5. Accelerate and Expand Pathways to a Postsecondary Credential**: *Provide both first-time students and returning adult learners with more opportunities to reduce the time necessary to complete credential and degree programs (e.g., opportunities to earn college credit in high school or for work-based experiences).*
Develop, pilot, and scale work-based learning opportunities such as internships and apprenticeships aligned to NC high-demand fields, ensuring equitable access for students		*Scale work-based learning opportunities (such as internships and apprenticeships for youth, postsecondary students, and returning adults)*	**6. Expand Work-Based Learning Opportunities**: *Promote and expand current educator-business community partnership efforts to expand and scale work-based learning opportunities (such as internships and apprenticeships for youth, postsecondary students, and returning adults) that support development of both industry-specific and social-emotional, cross-industry (transferable) skills.*
Comprehensive Support Systems			

P-12	Postsecondary	Workforce	Merged
Build and sustain systems of support for students and families across the P-12 continuum		*Connect and enhance wraparound supports—social, emotional, and health-related supports outside the traditional scope of public education—across education and workforce sectors to help more disconnected youth and adults navigate the system*	**1. Coordinate Student Support Systems**: *Connect and sustain support systems within and across schools, as well as into the business and industry sector. These systems should support not only entering preschoolers and current students but also disconnected youth and adults as they navigate the various education systems. Couple this work with an effort to elevate awareness of and community support for the goals of this coordinated support system. In particular, use data, school and community resources and partnerships, and evidence-based solutions to help schools and communities reduce the number of students who face barriers to full engagement in school by directly addressing those barriers.*
Use data, partnerships, and evidence-based solutions to help schools and communities reduce the number of pre-K to 12th-grade students who are chronically absent from school			
Support student access and matriculation into postsecondary education, with a focus on students of color, students with low family incomes, and other students who have been traditionally underserved		*Align career awareness and advising opportunities between high schools and community colleges, and eventually extend these down through elementary school*	**2. Raise Postsecondary Aspirations and Improve Access to Information about Postsecondary Opportunities**: *Strengthen and align current postsecondary and career advising, awareness, and preparation strategies for students of all ages and their families (including financial literacy training) to encourage and support more students as they transition into postsecondary, whether from high school or from the workforce.*
Develop and deploy systems to provide targeted supports to help students access and succeed in career and college-ready courses	*Postsecondary systems and institutions should evaluate existing practices and develop new policies and strategies to improve rates of student persistence, and degree completion*		**3. Strengthen and Expand Guidance for Postsecondary Student Success**: *Evaluate and strengthen postsecondary success through targeted "navigational supports," guided pathways (e.g., pre-defined course sequences), and innovative financial supports that encourage more students—regardless of age and past educational attainment—to complete a degree or certificate in a timely fashion.*
		Prioritize the continuous engagement of adult learners and expand opportunities for them to upskill	**4. Increase Adult Continuous Learning and Re-Entry into the Workforce**: *Improve and expand practices, policies, and programs that support continuous engagement of adults in learning opportunities that provide avenues for them to upskill.*
Building and Sustaining Momentum			

P-12	Postsecondary	Workforce	Merged
	Deploy a communications and engagement plan for the postsecondary attainment goal, including communications materials, regular engagement with stakeholders, and messages that elevate local and regional successes	Launch a statewide communications and marketing campaign that emphasizes the economic value of all high-quality postsecondary credentials and of lifelong learning	**1. Communications and Advocacy**: *Launch a statewide communications and marketing campaign that emphasizes the economic value of industry-aligned postsecondary credentials.*
Develop a plan for moving the work forward, immediately after the goal is set and report is finalized, that catalyzes public and private actors to work collectively to achieve the attainment goal	*Develop a plan for moving the work forward immediately after the report is finalized, with identification of responsible parties, timelines, milestones, etc.*	*Develop and execute a plan for moving the work forward immediately after the report is finalized*	**2. Governance**: *Develop a plan for moving the work forward in 2019 and quickly catalyzing public and private actors to work collectively to achieve the attainment goal.*
	Codify North Carolina's goal in statewide legislation to ensure there is broad stakeholder support that encourages refinement and innovation across public and private sectors		
Build data and research infrastructure across P-12, postsecondary, and workforce	*Complete implementation of the state longitudinal data system (NC School Works) across the P-12, postsecondary, and workforce sectors to govern data (including security and privacy), establish priority research questions to inform policy and practice, and determine priority public reports and dashboards aligned with metrics that support the postsecondary attainment goal . . .*		**3. Data-Driven Execution and Improvement**: *Improve and employ North Carolina's longitudinal data system (LDS) across the P-12, postsecondary, and business and industry sectors to securely manage the data, inform research to develop and revise policies and practices, and develop priority public reports and dashboards aligned with metrics that support the postsecondary attainment goal.*
	. . . and hold systems and institutions accountable for their performance	*Keep stakeholders informed and maintain accountability to deliver on the recommendations in this report*	**4. Accountability**: *Establish and maintain accountability to deliver on the recommendations in this report.*