NC STATE UNIVERSITY
College of Education
Belk Center for Community College Leadership and Research

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2 million by 2030

Surry - Yadkin WORKS
Driving Our Future Workforce

SURRY-YADKIN WORKS

PLAYBOOK

A REGIONAL, CROSS-SECTOR APPROACH TO DRIVING YOUR FUTURE WORKFORCE

About the Belk Center

NC STATE UNIVERSITY
College of Education
Belk Center for Community College Leadership and Research

CREATING TOOLS, CONVENING LEADERS, AND CATALYZING CHANGE:

The Belk Center for Community College Leadership and Research works with educators, researchers, and policymakers to further more equitable community college outcomes in North Carolina and across the nation. We distill knowledge into actionable insights and create opportunities for collaboration as we tackle the most pressing issues facing students and build stronger, more resilient communities. The Belk Center is housed in the College of Education at North Carolina State University, a land-grant university that shares our commitment to community colleges and the critical role these institutions play in creating and expanding opportunities for all North Carolinians.

About myFutureNC

myFUTURENC
2 million by 2030

A STRONGER, MORE COMPETITIVE NORTH CAROLINA:

myFutureNC is a 501(c)(3) non-profit that aligns and coordinates local, regional, and state actions to dramatically increase the attainment of valuable credentials and postsecondary degrees. We are committed to the development and sustainability of deep, collaborative relationships as we advance the state's goal of having 2 million North Carolinians ages 25-44 hold an industry-valued credential or postsecondary degree by 2030. myFutureNC is working across sectors and in communities throughout the state to:

- Close gaps in postsecondary attainment.
- Promote alignment between educational programming and business/industry needs.
- Ultimately improve the quality of educational opportunities for all North Carolinians.

ABOUT THE SURRY-YADKIN WORKS PLAYBOOK

The Belk Center is dedicated to developing tools and resources that help leaders make timely, well-informed, evidence-based decisions. This playbook explores an innovative work-based learning program called Surry-Yadkin Works, summarizing the conditions that primed the program for success and detailing the specific steps taken by a group of cross-sector stakeholders to bring the program to life. It is our hope that this playbook will guide others in adapting and replicating the Surry-Yadkin Works model to meet their local and regional needs.

This playbook was authored by Virginia McIlwain, Lead Consultant at EastThird Group, LLC (virginia@eastthirdgroup.com) and Audrey J. Jaeger, Ph.D., Executive Director of the Belk Center for Community College Leadership and Research (ajjaeger@ncsu.edu). The Belk Center would like to thank Adele Gregory of Adele Frances Digital, LLC (adelefgregory@gmail.com) for her graphic design support.

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Superintendent
Mt. Airy City Schools

Dr. Travis Reeves
Superintendent
Surry County Schools

Dr. David Shockley
President
Surry Community College

Dr. Todd Martin
Superintendent
Yadkin County Schools

NC Community Colleges
Creating Success

North Carolina Department of Public Instruction

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INTRODUCTION

Communities across North Carolina—particularly those in rural areas—are facing a growing talent shortage.

Many of our state's rural counties have seen their populations decline in the last decade, and as workers retire, fewer new candidates are being trained to fill their positions. In their efforts to recruit for specialized roles, employers often find themselves looking to surrounding towns and communities to source talent.

At the same time, schools in these same communities are working hard to support their students to and through high school graduation and into postsecondary plans aligned with their interests and ambitions. The high school years represent a critical period in the transition to adulthood, and schools are focused on keeping students engaged and on track to one of the "Three E's" – enrollment, employment, or enlistment.

In this process, many schools are realizing that their students may not be aware of the jobs and career paths that exist in their own backyard – or the education (credentials and/or degrees) and experience required to attain them. Creating tangible connections between students and their next steps after high school is a key way for communities across North Carolina to lower their rates of **Opportunity Youth**—16-24-year olds not in school or working full- or part-time—which averaged 12.1 percent (just over one in every nine 16-24-year-olds) in 2021.

In Surry and Yadkin counties, a group of cross-sector leaders grappling with these issues came together to answer a key question: **What would it look like to design a "grow-our-own" approach to meeting our local workforce needs?** Recognizing that their counties were home to several education partners, including four different school districts and the local community college, leaders understood that a unified, streamlined approach to connecting students and employers across the region would benefit all involved.

They brought their vision to life via an innovative, regional work-based learning program called Surry-Yadkin Works, and their efforts to develop a new generation of talent and drive their local economy exemplify the collaborative approach to problem-solving known as **collective impact.** The conditions that primed Surry-Yadkin Works for success and the specific steps leaders took to bring the program to life are all summarized in this playbook.

Beyond helping North Carolina achieve its educational attainment goal of 2 million degrees or industry-valued credentials by 2030 among North Carolinians ages 25-44, programs like Surry-Yadkin Works support the development of a more seamless education-to-workforce pathway for learners across the state. It is our hope that this playbook will guide you in adapting and replicating the Surry-Yadkin Works model to meet your local and regional needs. Together, we will achieve the state's educational attainment goal of 2 million by 2030, and support North Carolina's economic vitality by creating mutually beneficial opportunities for students, employers, and the communities they call home.

ABOUT SURRY-YADKIN WORKS

Surry-Yadkin Works, the first multi-county work-based learning program of its kind in North Carolina, launched in early 2021 to connect high school students in Surry and Yadkin counties with internship and pre-apprenticeship opportunities in high-demand fields throughout the region. The initiative brings together all four public school systems within Surry Community College's service area—Elkin City Schools, Mount Airy City Schools, Surry County Schools and Yadkin County Schools—to create a unified approach to collaborating with local employers to engage students in work-based learning opportunities and increase the economic vitality of the region.

IMMEDIATE REGIONAL IMPACT

350+ Students

Since its launch, Surry-Yadkin Works has assisted **350+ students** in securing **nearly 450 internship and pre-apprenticeship opportunities** with **more than 120 employers** throughout Surry and Yadkin counties.

Earning Credentials and Wages

To date, students have earned **more than 2,000 industry-recognized credentials** through the program, and their wages average nearly $4,000 per semester.

Continuing Employment

Approximately **seventy percent** of these students have continued their employment part- or full-time or returned to their work-based learning experiences in subsequent semesters.

Via Work-Based Learning

The program has also led to the creation of **several new youth apprenticeship programs**, including one of North Carolina's first youth apprenticeship programs for licensed practical nursing and registered nursing.

SPOTLIGHT ON EMPLOYER PARTNERS

More than 120 businesses, non-profit organizations, and government departments and agencies are partnering with Surry-Yadkin Works to offer work-based learning opportunities in all 16 career clusters. Employers throughout Surry and Yadkin counties recognize Surry-Yadkin Works as a critical source of talent for **all aspects of their organizations**. For example:

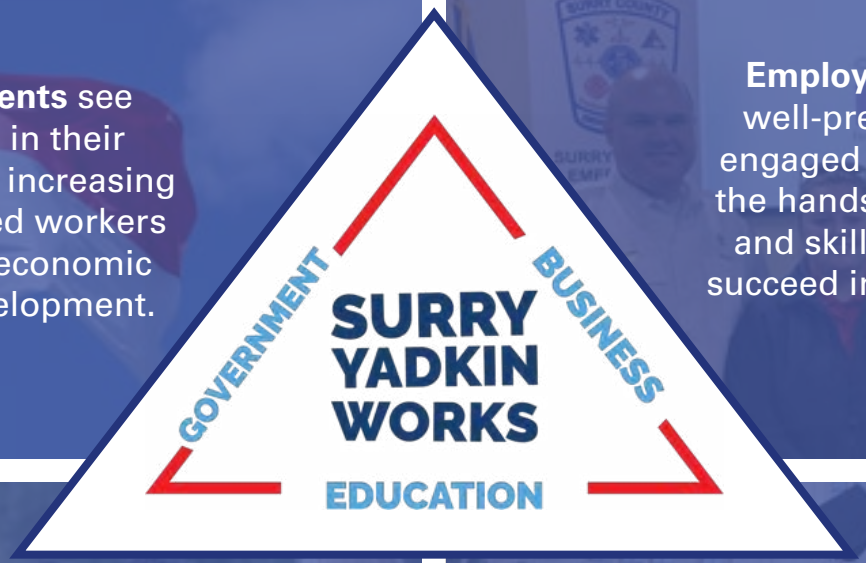
- **Participating school districts** are strengthening their educator pipelines by collaborating with Surry-Yadkin Works to develop a teacher pre-apprenticeship program. Some are also using Surry-Yadkin Works to develop a pipeline of future IT and HVAC technicians, plumbers, electricians, and bus mechanics.
- **County governments and departments** are leveraging Surry-Yadkin Works to recruit pre-apprentices to work as paramedics, office administrators, and in IT and maintenance roles.
- Local healthcare providers like **Northern Regional Hospital** and **Hugh Chatham Health** are engaging Surry-Yadkin Works in a consortium-based approach, with the goal of strengthening the region's pipeline of nurses and healthcare workers.
- **Scenic Automotive Group** is partnering with Surry-Yadkin Works to connect students with opportunities to work as automotive technicians, in collision repair, and in their marketing department.

PROGRAM BENEFITS

The benefits of a collaborative regional approach to work-based learning are significant and far-reaching. Every sector—including education, government, and the workforce—wins in a model designed by and with the community.

Local governments see talent retained in their communities and increasing numbers of skilled workers that incentivize economic growth and development.

Employers develop a well-prepared, highly engaged workforce with the hands-on experience and skills necessary to succeed in the workplace.



Students learn and earn on a clear pathway to success after high school while building the confidence, motivation, and skills they need to succeed in the workplace and in life.

Schools support students to and through graduation and into opportunities to continue their education at **local colleges and universities**, where they earn degrees and credentials aligned with their career ambitions.

PARTNER PERSPECTIVES

"Surry-Yadkin Works is a **vital link** between the educational institutions of Surry and Yadkin Counties and our needs as an organization. It's a strategic part of our recruitment and retention program here at Northern Regional Hospital."

Christi Smiley, Vice President of Human Resources at Northern Regional Hospital

"We see talented young people leaving to go to school or take a job, and they don't return. We want our students to understand that **they don't have to move away to get a well-paying job or a great career**. It's available right here, in this region."

Dr. Todd Martin, Yadkin County Schools Superintendent

"One of our values at Altec is that **our people are our greatest strength**. Surry-Yadkin Works connects us with students who have interest, and we take them and show them the Altec way. While they're here, students get hands-on, on-the-job training. They step right into their roles and become productive, successful team members. In supporting them, we're also helping our company."

Josh Nixon, Training Supervisor at Altec Mt. Airy

"You hear from businesses about the impacts and you see students in action, but two or three years later – when students send you a picture of their new car, their house, their wedding – that's when you begin to see it come full circle. This program is **changing the life trajectories of our students and their families**. That's why we do what we do, and it's very powerful."

Dr. Travis Reeves, Surry County Schools Superintendent

"The graying of our workforce is really impacting our counties. This is **a great way to introduce students to public sector work**. We have students working in the County Manager's office, students working with county EMS… there are so many career opportunities within local government. The North Carolina Association of County Commissioners has been working on this issue for a while, and Surry-Yadkin Works enables us to build an even deeper pipeline by connecting students with jobs in local government while they're still in high school."

Kevin Austin, Chair of the Yadkin County Board of Commissioners and Vice President of Manufacturing at Austin Electrical Enclosures

"Surry-Yadkin Works is one of the best things I've ever been a part of. It may be one of the best things to ever happen to Surry and Yadkin counties. All of our agencies, all of our sectors have proven that we can come together to solve a problem. We know what we're capable of when we work together, and our community is embracing this **culture of cooperation** that we've created."

Dr. David Shockley, Surry Community College President

"This hands-on work experience is **what keeps our students in school**. We help them figure out a plan so that after graduation, they'll be ready for what's next. When they work, it helps our economy, it helps our labor market, and it makes our community a better place to live. Our youth should be the focus of every taxpayer and every government official."

Dr. DeAnne Danley, Surry County Schools Assistant Superintendent

STUDENT SUCCESS STORIES

Students across the region are gaining valuable experience, receiving comprehensive support, and leveraging the many benefits made possible by their participation in Surry-Yadkin Works.

Meet EPERSON

Eperson worked as an IT pre-apprentice with Surry County Government before graduating from Surry Early College High School in May 2023.

EXPERIENCE GAINED

While on the job, Eperson spent time installing software and applications on computers, helping the county transition its printing and copying systems, and setting up desktop computer systems at the new Surry County Detention Center.

CREDENTIALS EARNED

Eperson graduated from high school having also earned an information technology diploma and certificate, network management certificate, and associate degree in applied science in IT.

NEXT STEPS

As he pursues full-time help desk and computer support tech positions locally, Eperson is continuing to work part-time for the county.

"Working with the county, I gained a lot of experience that I'm needing for the jobs I'm applying to. It also helped me memorize things I was learning in my schoolwork – different types of ports and cables, I was seeing them at work and hearing about them in my classes."

Meet CARRIE

Carrie is one of the first students to complete the state's first youth apprenticeship program for registered nurses. She began working as a pre-apprentice at Northern Regional Hospital before graduating from Surry Central High School in 2021.

EXPERIENCE GAINED

As a Certified Nursing Assistant (CNA) pre-apprentice during high school, Carrie worked in Northern Regional's Day Surgery unit supporting patients who had received endoscopies, colonoscopies, blood transfusions, and other outpatient procedures. In the final months of her apprenticeship, she began working in the hospital's Med/Surg unit and cared for patients as they prepared for or recovered from various surgical procedures.

CREDENTIALS EARNED

In addition to her CNA certification, which she completed during high school, Carrie went on to earn an associate degree in nursing at Surry Community College as part of her apprenticeship.

NEXT STEPS

Carrie recently accepted a full-time Registered Nurse position at Northern Regional Hospital in the Med/Surg unit. She plans to pursue a bachelor's degree in nursing (Northern Regional will provide educational assistance of up to $10,000 toward her degree) and hopes to work more closely with geriatric patients in the future.

"Working in the hospital and with patients is a lot different than learning skills on paper – you get exposed to so many real-world skills that help with what you're learning in school. This gave me the chance to get hands-on experience, get my foot in the door, and see if this is the right career for me."

CONDITIONS FOR COLLECTIVE SUCCESS

This information was adapted from an article authored by John Kania and Mark Kramer in the Winter 2011 edition of Stanford Social Innovation Review.

As you read about the collaborative efforts of leaders in Surry and Yadkin counties to launch and sustain Surry-Yadkin Works in the sections that follow, consider how their work exemplifies the **five conditions for collective success** that researchers have found to produce alignment and results in **collective impact** initiatives:

1. **A common agenda** - participants share a vision for change, including a common understanding of the problem they are trying to solve and a joint approach to solving it through agreed upon actions.
2. **Shared measurement systems** - participants agree on the ways that success will be measured and reported and develop a shared approach to collecting data and measuring results.
3. **Mutually reinforcing activities** - a diverse group of stakeholders works together, not by requiring that all participants do the same thing, but by encouraging one another to contribute in ways that support and align with the actions of others.
4. **Continuous communication** - participants develop mutual trust and recognize that their interests will be treated fairly and that decisions will be made on the basis of objective evidence and the best possible solution to the problem they are collaborating to solve, not to favor the priorities of one organization over another.
5. **A backbone support organization** - participants designate one organization and a dedicated staff with a specific set of skills to serve as the backbone for the entire initiative. They plan, manage, and support the initiative, are responsible for data collection and reporting, and handle the logistical and administrative details needed for the initiative to function smoothly.

KEY ELEMENTS OF THE SURRY-YADKIN WORKS MODEL

STAFFING

Surry-Yadkin Works is brought to life by a small team of dedicated staff members employed by Surry Community College. Program Director Crystal Folger-Hawks has supported the effort since its earliest days, and the team has grown and evolved over time in response to increasing student and employer demand. As you develop your approach to staffing a regional work-based learning program, you may find it helpful to:

- **Consider your program's geographic footprint.**

  Take into account the size of the geographic area your program will cover – and the number of schools and employers that will be involved – when thinking about the number of staff you need and the division of responsibilities across your team. Staff spend a considerable amount of time visiting schools and employers and engaging with students and families. When there's a lot of ground to cover, that time adds up quickly. At Surry-Yadkin Works, a small group of Workforce Development Specialists support schools and employers in specific geographic areas. This creates clearly defined channels of communication, enabling students, schools, and employers to quickly identify their primary point of contact based on their geographic location.

- **Identify a manageable student-to-staff ratio.**

  To ensure that staff are able to respond quickly to students' needs and provide ongoing support to students throughout their work-based learning experiences, Surry-Yadkin Works maintains a ratio of approximately 35-40 students to each Workforce Development Specialist per semester.

- **Be mindful of the additional time and attention that new employer partnerships deserve.**

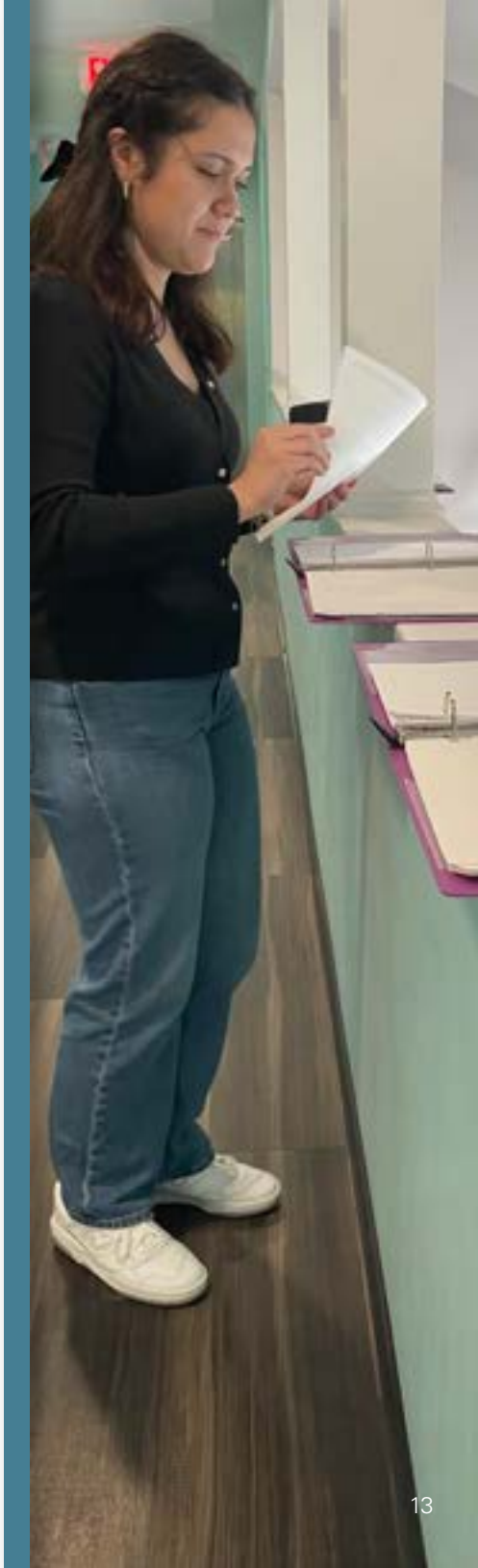
  The early days of a relationship with an employer partner involve collaborating frequently to set expectations, develop plans, and support employers as they welcome students for the first time. At Surry-Yadkin Works, all new partners regardless of their geographic location work directly with the Program Director to ensure they are set up for success. Eventually, they are transitioned to the Workforce Development Specialist responsible for supporting their geographic area.

- **Expand your team to meet growing demand.**

  As more students express interest and demand from employers increases over time, prioritize growing your team to maintain a manageable student-to-staff ratio. Consider the specific skills and/or areas of expertise you'd like represented on your team and hire accordingly. In addition to the Workforce Development Specialists responsible for managing relationships with students, schools, and employers, Surry-Yadkin Works now employs an apprenticeship specialist, a marketing intern, and career liaisons who support students in pursuing roles in the healthcare industry.

- **Create opportunities for knowledge-sharing across your team.**

  This is especially critical whenever institutional knowledge is concentrated in specific roles and people. Surry-Yadkin Works encourages staff to pursue leadership opportunities, certifications, and training as one way of growing the collective body of knowledge and expertise across the team.



STAFFING SURRY-YADKIN WORKS

As Surry-Yadkin Works launched, leaders agreed that all team members would be employed by Surry Community College, which serves as the backbone organization for the initiative (see the "Governance" section later in this playbook for more information about the community college's role and responsibilities in the Surry-Yadkin Works partnership). Under this model, the community college houses a team of staff dedicated to providing seamless support to students as they transition from work-based learning opportunities in high school into apprenticeships and other opportunities to continue their education at the community college.

The team has grown steadily over time, beginning with the hiring of a Program Director and expanding incrementally as demand from students and employers grew in subsequent semesters. Today, to support the approximately 150 students per year who participate in work-based learning opportunities through Surry-Yadkin Works, the program employs:

- A **Program Director**
  who leads the day-to-day work, manages the team, engages new employer partners, and works closely with cross-sector supporters and partners of the initiative;

- Two **Workforce Development Specialists**
  who support specific schools and employers based on their geographic location and work directly with prospective and participating students;

- A **Director of Work-Based Learning and Apprenticeship Initiatives**
  who works with ApprenticeshipNC, participating employers, school districts, and the community college to design meaningful work-based learning opportunities for students and register apprenticeships with the state;

- An **Apprenticeship Specialist**
  who works closely with the Coordinator of Work-Based Learning and Apprenticeship Initiatives to develop pre-apprenticeship and apprenticeship opportunities for students and track their progress;

- Two **Healthcare Career Liaisons** (grant-funded positions)
  who provide specialized support to students interested in careers and opportunities in healthcare and engage directly with employers in the healthcare industry; and

- A **Marketing Intern**
  who supports the initiative's publicity efforts and is a student participating in Surry-Yadkin Works.

ENGAGING WORKFORCE DEVELOPMENT SPECIALISTS

Workforce Development Specialists work directly with employers, schools, students, and families to coordinate meaningful work-based learning opportunities. Factors that may contribute to their success include:

- A high degree of flexibility and adaptability;
- The ability to manage one's workload from several different locations throughout the week – e.g. working in schools, while visiting employers, and while participating in community events;
- Excellent verbal and written communication skills;
- Prior experience working with youth, particularly in an advisory or supportive capacity;
- Curiosity and a willingness to learn about cross-sector stakeholders' needs, interests, and preferences; and
- An open and understanding mindset and accommodating approach to engaging with stakeholders.

IDENTIFYING YOUR PROGRAM DIRECTOR

Program Directors must develop and maintain strong working relationships with a diverse group of education and government leaders and employers. Factors that may contribute to their success include:

- A commitment to – and experience in – advising and supporting students;
- A comprehensive understanding of the career development resources and work-based learning programs available to students;
- Extensive knowledge about – and trusting relationships with – local school systems, community colleges, and other higher education institutions;
- An in-depth appreciation of the local and regional economic landscape, including relationships with local employers and government leaders;
- Cross-sector work experience; and
- A solutions-oriented mindset and commitment to problem-solving.

FUNDING

In 2017, the Golden LEAF Foundation awarded approximately $300,000 in grant funding to Surry County Schools to launch a collaborative work-based learning program—the Next Generation Career Academy, developed in partnership with Surry Community College—that evolved to become Surry-Yadkin Works. Throughout the grant period, the program's leaders focused on developing clear systems and processes and beginning to demonstrate impact. After two years of progress and increasing evidence of the program's success, local leaders discussed how the program might be sustained via other funding sources and expanded to engage students in neighboring school systems and employers. As you consider soliciting financial support for your regional work-based learning program, it may be worthwhile to:

- **Carefully weigh the pursuit of funding from participating employers.**

  Ultimately, Surry-Yadkin Works opted not to ask its employer partners to contribute to the program's operating costs. This decision was intentional and made after careful consideration of the potential trade-offs, among them a desire to maintain neutrality and control over the process of matching students with employers.

- **Collaboratively engage your county managers and commissioners.**

  The four superintendents involved in Surry-Yadkin Works collaborated with employers in Surry and Yadkin counties and jointly approached their respective county managers and county commissioners about the possibility of obtaining local government funding for the program. They grounded their request in data, including evidence of the model's early impact on students, employers, and the local economy, and structured it as a three-year request to provide sufficient time to demonstrate impact.

- **Use county population data (including U.S. Census Bureau data and annual estimates provided by the State Demographer's Office) as a benchmark when determining initial cost contributions and re-evaluate as demand for the program grows or shifts.**

  Ultimately, leaders settled on population size as a benchmark for determining each county's contributions toward the costs of the program. Surry County, with a population of roughly 71,000 (based on 2020 Census figures) would contribute $200,000 to the effort, while Yadkin County, with a population of roughly 37,000, would invest $100,000. Recently, the program experienced significant growth in demand among students and employers in Surry County, and county leaders agreed to contribute the additional funding necessary for the program to meet this county-specific demand.

- **Explore private funding opportunities while being mindful of sustainable growth.**

  The launch of Surry-Yadkin Works was also supported by an anonymous gift of $100,000, made by a funder after a presentation about the program at an educational summit. Surry-Yadkin Works is also playing a key role in a grant awarded to Surry Community College by Strada Education Foundation, which supports the program's efforts to meet the needs of local healthcare providers like Northern Regional Hospital and Hugh Chatham Health.

- **Consider braiding Workforce Innovation and Opportunity Act (WIOA) funding available through your local Workforce Development Board.**

  Workforce Development Boards develop local plans for administering WIOA funds and related programs including NCWorks NextGen Programs, which connect young adults facing barriers to employment with a variety of career development opportunities and services. Surry-Yadkin Works partnered with their local Workforce Development Board to provide professional learning opportunities for staff, including DiSC training and Facilitating Career Development (FCD) training.

ENGAGING YOUR LOCAL WORKFORCE DEVELOPMENT BOARD

As you develop a regional approach to work-based learning, consider reaching out to your local Workforce Development Board. Local boards are charged with bringing together industry, education, labor, community, government, and other workforce stakeholders to develop demand-driven strategies connected to regional economies and labor markets.

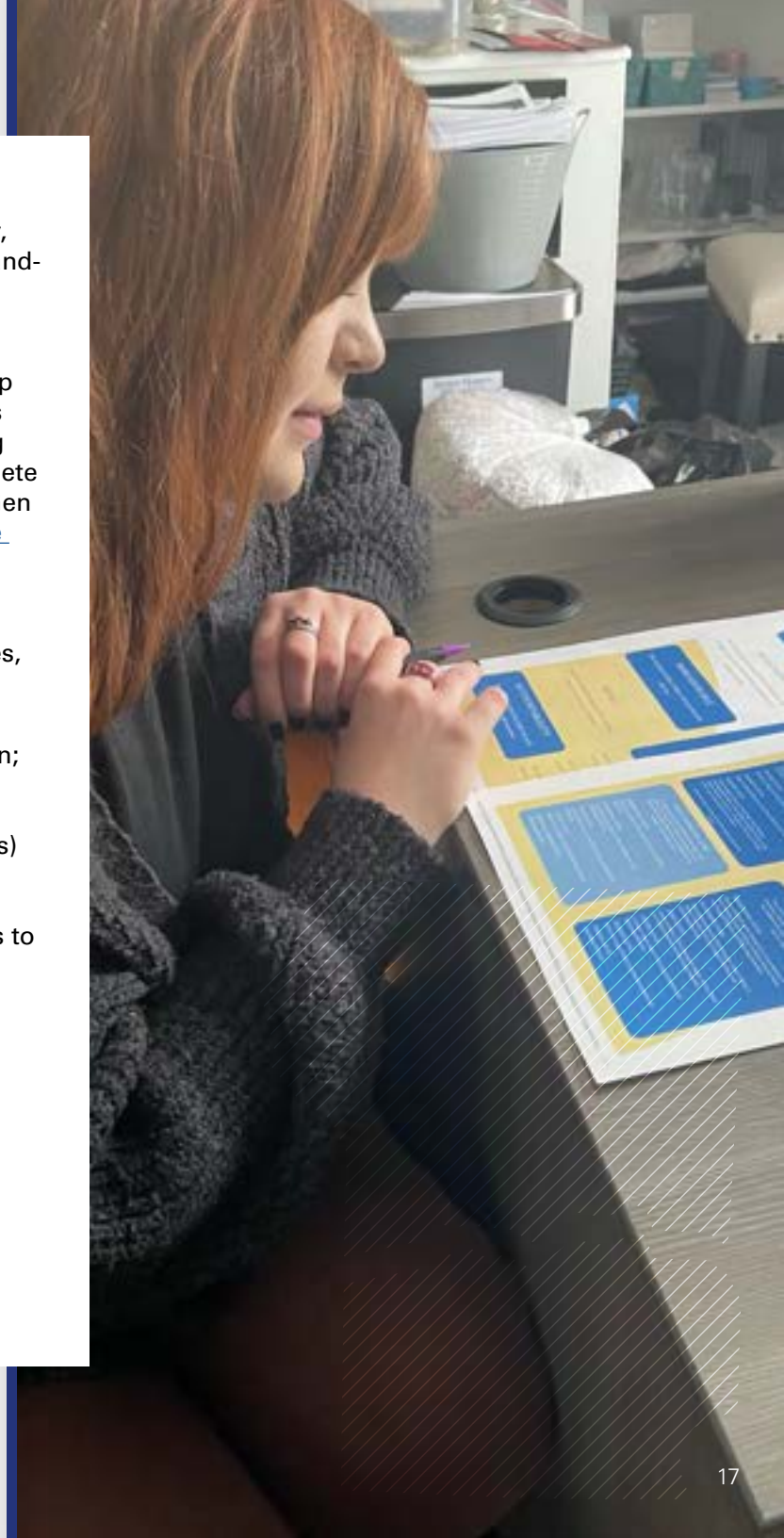
In addition to overseeing local NCWorks Career Centers in partnership with the NCWorks Commission and Division of Workforce Solutions, Workforce Development Boards also develop plans for using Workforce Innovation & Opportunity Act (WIOA) funds. Among other programs and initiatives, these funds support NCWorks NextGen Youth Programs, which provide training and employment services to young adults who require additional assistance to enter or complete an education program or to secure or hold employment. To learn more about your local NextGen program and explore potential opportunities for partnership, reach out to your local Workforce Development Board.

Boards are employer-led and supported by local elected officials, and board members – including representatives from the local business community, economic development agencies, community-based organizations, education, organized labor, public assistance agencies, and more – can be valuable resources and allies in your work. They may be able to:

- **Provide data about in-demand jobs** and corresponding wages in your community or region;
- **Share information about existing local initiatives** designed to help employers develop a qualified workforce;
- **Link you to other resources** that are available to assist job seekers (including your students) with improving their skills and finding employment in your area; and
- **Support your program's participants or help recruit participants**, as each local Workforce Development Board provides services for in-school and out-of-school youth facing barriers to employment in their service areas.

As you begin a conversation with your local Workforce Development Board, consider the following questions:

- What types of services and programs is your local board able to support, and where are potential areas of alignment with the goals of your program?
- Who are the participants best served by your local board, and is there overlap with the group of participants you are trying to serve?
- When and how could you refer potential participants to each other? Where are possible points of connection?
- How might you establish shared goals, communication structures, and programs to successfully serve your local community?



ANTICIPATING COSTS AND DEVELOPING A BUDGET

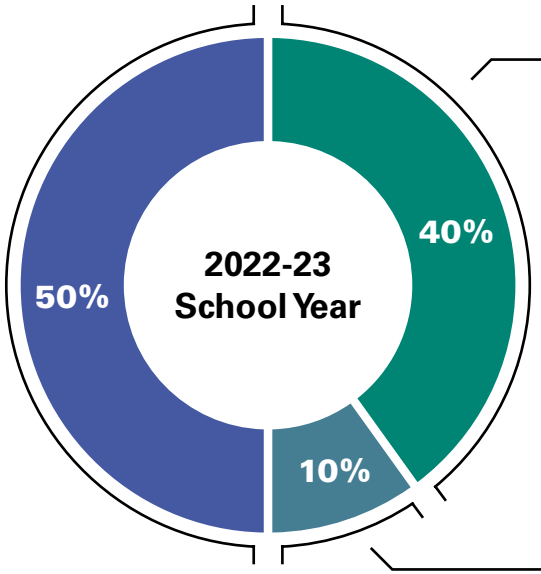
Since its launch in early 2021, Surry-Yadkin Works has grown to support approximately 150 students per year via an annual operating budget of approximately $425,000. Program expenses generally fall into three categories: **staff salaries and benefits**, **student stipends**, and **other operating expenses**.

SURRY-YADKIN WORKS PROGRAM EXPENSES

Staff Salaries and Benefits

Approximately half of the program's budget supports the salaries and benefits of the team members who bring Surry-Yadkin Works to life on a daily basis. When determining initial staff salaries, Surry-Yadkin Works opted to mirror state salary schedules for public school employees, which take into account an individual's years of experience, education, and National Board Certification status.

In the event that founding staff members are employees of local public schools, facilitating their transition to a different backbone entity – e.g., the local community college – may require taking this step to ensure continuity in compensation. As state employees, eligible staff also receive state health and retirement benefits.



Student Stipends

Approximately 40 percent of the program's budget supports stipends for the students who participate in Surry-Yadkin Works. In addition to any wages or bonuses paid to students by employers, students earn a $100 stipend per month for participating in the program, plus a bonus stipend ($10-25) at the end each month depending upon their performance.

Additionally, students providing their own transportation to and from their work-based learning sites receive a monthly transportation stipend of $125 to offset their travel costs. Stipends are capped at $1,000 per student per semester.

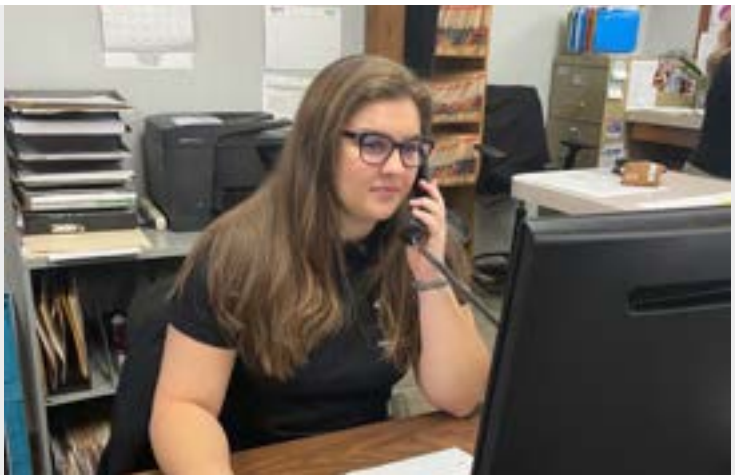
Other Operating Expenses

The remaining 10 percent of the program's budget supports other basic operating expenses, including instructional supplies associated with ongoing professional learning opportunities provided to students (e.g., textbooks, OSHA cards, etc.), travel costs for Surry-Yadkin Works staff, and basic office expenses.

In-Kind Contributions

As the backbone organization, Surry Community College makes several in-kind contributions to Surry-Yadkin Works, including providing office space, covering costs associated with student professional learning (including most instructional time), and dedicating additional staff time – including the ongoing support of career services staff and the college's President and Chief Financial Officer – to the program.

Participating school districts make additional in-kind contributions to Surry-Yadkin Works, including dedicating staff time (particularly the time of school counselors and career development coordinators) to supporting students and their engagement in the program.



GOVERNANCE

When developing their plan for Surry-Yadkin Works, leaders collaborated to address several questions related to the program's governance, including where it would be housed and how it would be managed. As you explore governance models for your regional work-based learning program, it may be practical to:

▶ Identify a lead or backbone organization.

In the case of Surry-Yadkin Works, leaders determined that Surry Community College was the ideal home for the program and valued the opportunities this arrangement presented to provide seamless support to students as they transitioned from high school into degree or credentialing programs and/or other continuing education and workforce development programs at the community college. As the backbone entity, Surry Community College employs all Surry-Yadkin Works staff members and serves as the program's fiscal agent.

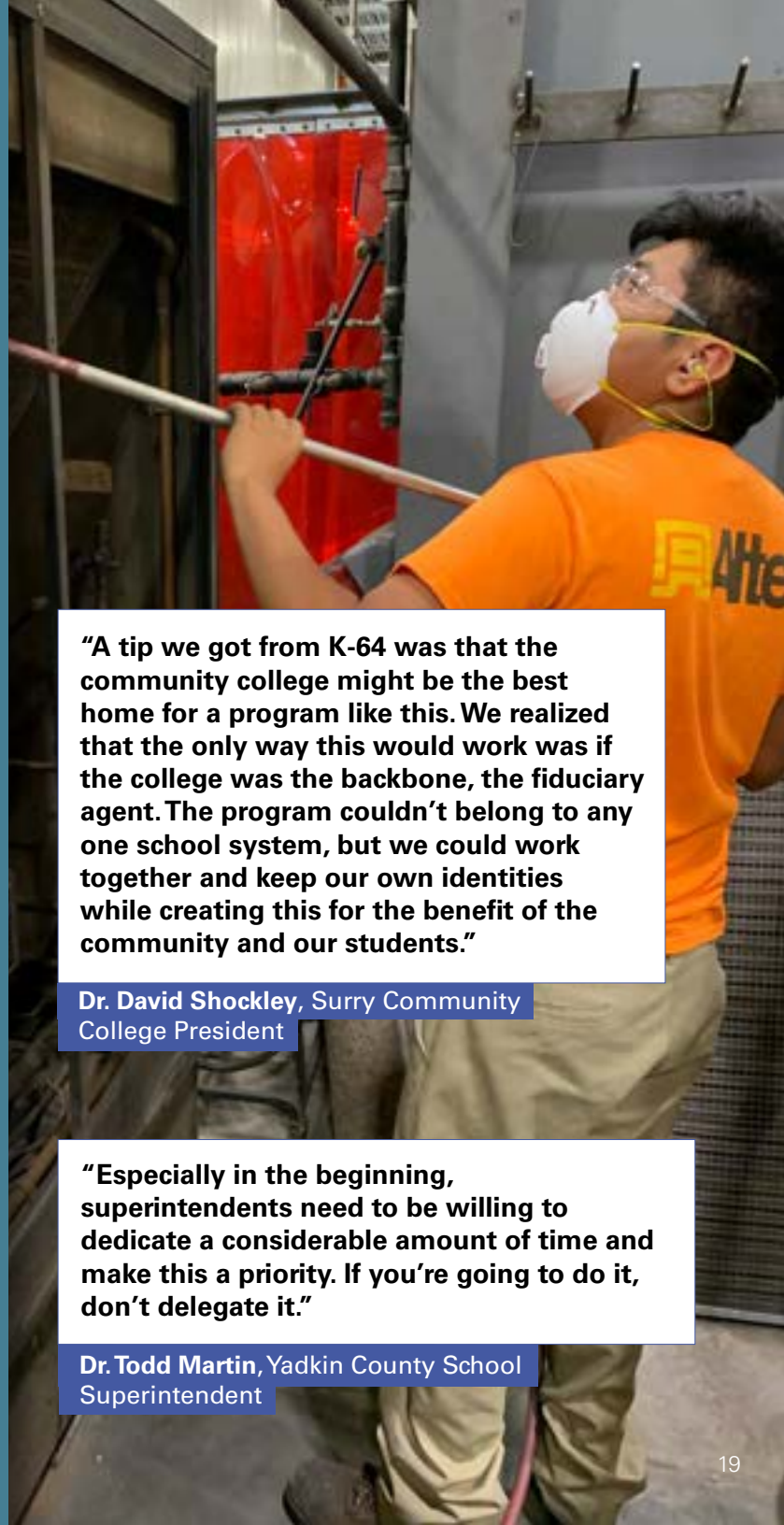
▶ Develop bylaws and a board structure.

Within its bylaws, Surry-Yadkin Works created both an Executive Board and an Advisory Board.

- The **Executive Board** includes each of the participating superintendents and the community college president, who serves as the chair. It meets regularly to guide the work of the program and manages the Program Director.
- The **Advisory Board** engages a larger group of stakeholders twice a year to share updates, discuss progress, and solicit feedback. Members include the Executive Board, representatives from each participating county's Board of Commissioners (typically the chairs), each participating county manager, local economic developers, and a handful of employer partners.
- Seats on each Board are allocated by position rather than to individuals. In the event of a leadership transition, a departing leader's seat is filled by the incoming leader.

▶ Set clear expectations for Board engagement.

For example, members of the Surry-Yadkin Works Executive Board agreed they would not send substitutes or designees and would commit to being at all meetings in person.



"A tip we got from K-64 was that the community college might be the best home for a program like this. We realized that the only way this would work was if the college was the backbone, the fiduciary agent. The program couldn't belong to any one school system, but we could work together and keep our own identities while creating this for the benefit of the community and our students."

Dr. David Shockley, Surry Community College President

"Especially in the beginning, superintendents need to be willing to dedicate a considerable amount of time and make this a priority. If you're going to do it, don't delegate it."

Dr. Todd Martin, Yadkin County School Superintendent

STEPS FOR SUCCESSFUL ADAPTATION AND REPLICATION

Surry-Yadkin Works leveraged the following strategy, presented as a series of chronological steps, as they developed their successful regional model. Those seeking to develop similar work-based learning programs are most likely to find success by replicating all – not just some – of these steps.

01. Recruit your school and college partners, identify your champions, and build buy-in among participating teams for your vision and plan.

02. Connect with local employers and government leaders to learn about their needs and secure support.

03. Identify your inaugural cohort of employer partners and collaborate to develop clear plans for work-based learning opportunities.

04. Match students with work-based learning opportunities offered by your employer partners and set them up for success in the application, interview, and placement process.

05. Provide ongoing support and feedback to students and employer partners throughout the semester to set them up for continued success.

06. Celebrate student and employer successes, connect participants to their next step, and communicate your impact.

01. RECRUIT YOUR SCHOOL AND COLLEGE PARTNERS, IDENTIFY YOUR CHAMPIONS, AND BUILD BUY-IN AMONG PARTICIPATING TEAMS FOR YOUR VISION AND PLAN.

Connect with the leaders of school districts in your community college's service area, your local community college, and other local higher education institutions to discuss a shared approach to work-based learning. Find your champions – leaders who understand the need, want to develop regional solutions, and are willing to roll up their sleeves and get to work. Align on a vision of what's possible and create a clear plan that spells out how education partners will collaborate and engage. Support local education leaders as they engage their school and college teams in conversations about the work ahead, why it's important, and how it can complement efforts already underway.

What it looks like:

- Encouraging superintendents from city and county school districts to work together and set aside competitiveness, with a focus on doing what's best for all students.
- Committing to building and maintaining trust and open lines of communication.
- Aligning on a set of shared processes and systems for work-based learning to promote consistency across the program and for all participating employers and students.
- Embracing a culture of flexibility, especially in student scheduling, so that time can be created in the school day for work-based learning opportunities.
- Engaging key stakeholders – including principals, high school counselors, teachers, career development coordinators, college liaisons, career and technical education directors, students, etc. – in the planning process to solicit feedback, increase alignment, and build buy-in.

"At the end of the day, we have to realize that there's power in regionalization. We're not all trying to be one school system, but what's good for my students is also good for your students. There are plenty of jobs and plenty of businesses to go around. We don't have a wall around our school systems, and working together is the best thing we can do for our county and communities."

Dr. Travis Reeves, Surry County Schools Superintendent

02. CONNECT WITH LOCAL EMPLOYERS AND GOVERNMENT LEADERS TO LEARN ABOUT THEIR NEEDS AND SECURE SUPPORT.

Focus on in-demand industries in your community and region. Talk with local employers and others involved in economic development to learn about their needs and pain points. Share why the high school years are a critical window for employers to engage in talent development. Frame your proposal as a regional economic development strategy. Identify metrics that matter to stakeholders and commit to tracking them.

What it looks like:

- Engaging your local Business Advisory Council(s) and employers in conversations about local needs and what schools and colleges are doing well – or could do differently – to prepare students for success in the workplace.
- Reaching out to your local Workforce Development Board and other economic development partnership leaders to discuss the local and regional economic landscape and related trends.
- Collaborating with your county manager and county commissioners to discuss your vision and plans and solicit feedback.
- Emphasizing that the high school years are the ideal time for employers to engage in talent identification and development and that waiting until students get to college is often too late – employers miss out on a critical population of students who might have been incentivized to continue their education had they been connected to a career opportunity while in high school.
- Crafting a message that aligns with what you learn from employers and moves beyond the direct benefits to students by highlighting the economic benefits for your county and region.
- Developing a clear understanding of how employers and government leaders might evaluate the success of your program, including what data could be measured and tracked.

03. IDENTIFY YOUR INAUGURAL COHORT OF EMPLOYER PARTNERS AND COLLABORATE TO DEVELOP CLEAR PLANS FOR WORK-BASED LEARNING OPPORTUNITIES.

Set clear and consistent expectations for employer partners. Develop and share systems, processes, and resources to support partners in meeting these expectations. Collaborate with employers to develop high-quality work-based learning opportunities for students.

What it looks like:

- Being selective about the employers that will participate, with a focus on those that are willing to do the extra work necessary to mentor students and move learning beyond the four walls of the classroom.
- Setting clear expectations about payment and normalizing paid work-based learning opportunities as the rule, not the exception.
- Developing a standard time-tracking system that all partners will use to document and monitor the time students spend at work-based learning sites and in professional learning sessions.
- Helping employers identify strong mentors and supervisors for students by clearly articulating their roles and associated responsibilities and the benefits of pairing students with a strong role model.
- Developing and sharing an Employer Handbook with resources for partners (see Appendix A for sample content).
- Understanding the skills and qualifications students need to have in order to be successful in a particular workplace and using these to inform your recruitment of students for specific opportunities.
- Developing registered pre-apprenticeships and apprenticeships in collaboration with ApprenticeshipNC (see the “About Internships and Apprenticeships” section on the next page for more details and Appendix C for sample agreements).
- Explaining all required state and federal approval processes and associated paperwork and supporting employers as they gather necessary information and documentation (see Appendix D for more details).
- Planning ahead by recruiting your first cohort of employer partners 9-12 months before you intend for students to begin their internships and pre-apprenticeships.

ABOUT INTERNSHIPS AND APPRENTICESHIPS

In partnership with participating employers, Surry-Yadkin Works coordinates meaningful work-based learning opportunities for students, providing them with the hands-on work experience they need to jump-start their careers. Initially, these opportunities included internships as well as pre-apprenticeships and apprenticeships.

Internships are typically shorter-term positions that provide a window into what it's like to work in a particular field for students still exploring their career options.

Registered apprenticeships are longer-term positions designed for students who have already selected a specific career pathway and are developed jointly by employers, school systems, local community colleges, and community partners like Surry-Yadkin Works. Under the guidance of a site-based mentor, apprentices receive on-the-job learning and job-related classroom or technical instruction leading to an industry-recognized credential. They are paid an hourly wage by employers during training, and that wage increases over time as new skills are learned.

Apprentices who have not yet turned 18 or are still in high school are often referred to as youth **apprentices** or **pre-apprentices**. After the successful completion of a pre-apprenticeship, which may extend over multiple semesters, students may be invited by the employer to continue in a registered apprenticeship program.

Recently, Surry-Yadkin Works made the decision to register all student participants as pre-apprentices – in turn, students receive state certification and gain access to associated continuing education benefits should they choose to pursue an apprenticeship after graduating from high school. **In North Carolina, youth who are registered as pre-apprentices or apprentices before they graduate from high school are eligible for a community college tuition waiver for the duration of their apprenticeship.**

Every registered apprenticeship program is required to have a **sponsor**—an employer, association, committee, or organization that assumes full responsibility for the administration and operation of the program. Surry-Yadkin Works serves as the sponsor for the pre-apprenticeships and apprenticeships in which its students participate, making it easier to add new employer partners as the program grows and evolves.

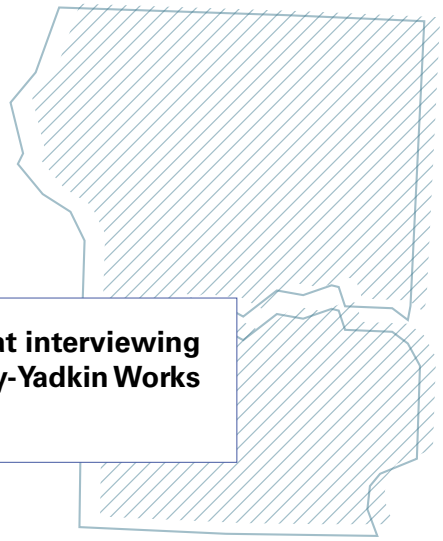
In North Carolina, **ApprenticeshipNC** (a division of the North Carolina Community College System) supports the development, registration, and operation of all apprenticeship programs, including youth and pre-apprenticeships. For more information about the process of establishing a registered apprenticeship program in partnership with ApprenticeshipNC, please refer to the "Tools and Resources" section of this playbook.

04. MATCH STUDENTS WITH WORK-BASED LEARNING OPPORTUNITIES OFFERED BY YOUR EMPLOYER PARTNERS AND SET THEM UP FOR SUCCESS IN THE APPLICATION, INTERVIEW, AND PLACEMENT PROCESS.

Develop clear expectations and benefits for students participating in work-based learning opportunities. Create a consistent recruitment, application, and interview process and support students and employers through it. Spread the word among students and their families. Practice the art of matchmaking by finding the right students for each employer partner. Develop and offer high-quality pre-service training to students.

What it looks like:

- Determining student eligibility requirements, which may be tied to a student's academic standing and/or GPA, availability during the semester (ability to dedicate 12-20 hours per week), and/or other role-specific qualifications as determined by the employer partner.
- Identifying student benefits including possible stipends for program participation, performance, and/or travel to and from their placement site (see Appendix B for more information about how Surry-Yadkin Works structures its student benefits).
- Creating a Student Handbook that outlines all of the information that students and their families may want or need to know about your program (see Appendix B for sample content).
- Developing application questions, reference requirements, and a review process to guide your screening of student candidates.
- Creating a standard interview protocol and selection process, which may include an initial school-level interview followed by an employer interview or a consortium-based interview process that allows students to interview with multiple employers offering the same role (e.g., multiple healthcare providers looking for nursing pre-apprentices) at the same time and rank their preferences.
- Spreading the word to students via school visits, classroom presentations, career days, tours of participating employers, and other promotional activities that build interest and excitement.
- Providing resume help and hands-on interview preparation (including mock interviews and access to a professional wardrobe closet) to set students up for success.
- Engaging with school staff throughout the matchmaking process, particularly high school counselors, career development coordinators, and career coaches.
- Planning ahead by recruiting students and supporting them through the application process the semester before their work-based learning opportunity will begin (e.g., students apply in fall for a spring start).
- Supporting students and employers through the youth employment authorization process and completing associated paperwork (see Appendix D).



"I've always said after every round of interviews that these students are significantly better at interviewing than most adults I have interviewed in my career. They're phenomenal, and it's because Surry-Yadkin Works puts the time and effort into preparing them. They can sit down and interview like pros."

Christi Smiley, Vice President of Human Resources at Northern Regional Hospital

COLLABORATING WITH SCHOOL COUNSELORS, CAREER DEVELOPMENT COORDINATORS, AND CAREER COACHES

Consistent engagement with schools is an essential part of setting students up for success in their work-based learning opportunities. Collaborating with school counselors, career development coordinators (CDCs), career coaches, and other school staff helps you:

- Develop an accurate assessment of each student's interests and experience – what do they enjoy doing, and what skills have they mastered through previous work experience or coursework?
- Determine where students are in the process of exploring possible career paths – would they benefit from enrolling in additional coursework – including Career and College Promise courses – aligned with this career path, or are they ready for a pre-apprenticeship?
- Promote the opportunity to participate in work-based learning opportunities – what avenues already exist within a school to spread the word (e.g., adding internships and pre-apprenticeships to a list of available course offerings, bringing up work-based learning opportunities during meetings with students or in classroom presentations, etc.)?
- Navigate the scheduling process – how can we satisfy necessary course requirements while creating time in a student's day to complete a work-based learning opportunity? How can we streamline the student's schedule to make their day easier (e.g., by placing the work-based learning opportunity at the beginning or end of the school day to minimize transit time)?
- Communicate information and updates to other school stakeholders – what timely information do teachers and school administrators need to know (e.g., students are going to be attending a required meeting and may miss class next week)? What updates could be shared in faculty meetings or by email to keep teachers and administrators in the loop?

Collaboration is made easier when all team members understand their **individual roles in a shared process**. In the case of Surry-Yadkin Works, school counselors typically facilitate early conversations with students about the opportunity to pursue a work-based learning opportunity before connecting students with their CDC or career coach to talk more about their options. Together, they determine the ideal next step for each particular student and communicate this to Surry-Yadkin Works staff, who use this information to inform the matchmaking process with employers. After a match is made, the counselor completes the scheduling process with the support of Surry-Yadkin Works.

THE IMPORTANCE OF DATA SHARING

All Surry-Yadkin Works staff have access to student-level information housed in **PowerSchool** (used by each of the participating school districts) **and Watermark Student Success & Engagement—formerly Aviso** (used by Surry Community College). This is critical to their ability to support students throughout their participation in Surry-Yadkin Works and enables them to:

- See whether students have already taken courses aligned with specific work-based learning opportunities and, if so, how they performed in those courses;
- Navigate the scheduling process;
- Monitor students' academic progress and attendance throughout the semester and receive alerts whenever students may need additional support;
- Communicate directly with students and track down parents' and/or guardians' contact information as needed; and
- Collaborate more efficiently and effectively with school and college staff to support students.

A data-sharing agreement or Memorandum of Understanding (MOU), established with each participating education partner, outlines the level of access that will be provided to Surry-Yadkin Works staff, the specific information that will be shared, and how that information will be used.

05. PROVIDE ONGOING SUPPORT AND FEEDBACK TO STUDENTS AND EMPLOYER PARTNERS THROUGHOUT THE WORK-BASED LEARNING EXPERIENCE TO SET THEM UP FOR CONTINUED SUCCESS.

Communicate frequently and openly with employers and students. Embrace hard conversations and opportunities for improvement. Create time and space for students to develop the critical leadership and soft skills that will set them up for success in work and life.

What it looks like:

- Supporting employers in providing a comprehensive orientation and onboarding experience for students (see Appendix A for more information).
- Setting and communicating clear expectations about what it means to exist as an adult in a workplace (e.g., dress code, arrival and departure times, start and end dates, attendance, wages, performance evaluations, academic expectations, required paperwork, etc.).
- Identifying appropriate points of contact and channels of communication for employers and students so they know where to take specific questions or concerns.
- Checking in with employers and students on a regular basis to ask about what's going well and where they may need additional support.
- Intervening as needed if a student or employer falls short of expectations and leveraging open conversations grounded in data to inform changes and improvements.
- Responding with flexibility if a student identifies a better fit for themselves within their workplace (e.g., a student requests to shift from working on the production floor to working in training or human resources).
- Providing ongoing professional learning opportunities to students throughout their work-based learning experience.

"Once you get a student in your business and determine that the right fit is there, you'd better be on your game. Pay them appropriately, treat them right, communicate with them, train them, make them feel like they're a part of the team, and help them see themselves on this career path. They need to think "Hey, this is what I have to look forward to."

Ben Lawson, Parts & Service Director at Scenic Automotive

PROFESSIONAL LEARNING FOR STUDENTS

Throughout their work-based learning experiences, Surry-Yadkin Works students participate in ongoing structured professional learning opportunities. Surry Community College provides in-kind instructional support, and students receive industry-recognized credentials for their participation whenever possible. Professional learning opportunities are offered during the school day at various times to align with students' individual schedules, and sessions are scaffolded to introduce specific topics at different points in the semester. For example, early professional learning sessions cover foundational topics like team-building, employer expectations, professional dress, attendance, behavior, and time management. Later sessions cover specific workplace skills and best practices—including Microsoft Outlook and Excel, OSHA 10-Hour Training, an introduction to LEAN Manufacturing, and DiSC Behavioral Assessment—in addition to topics like personal finance and public speaking. In their final session, students update their resumes, participate in a final mock job interview, and apply for a job aligned with their work-based learning experience.

06. CELEBRATE STUDENT AND EMPLOYER SUCCESSES, CONNECT PARTICIPANTS TO THEIR NEXT STEP, AND COMMUNICATE YOUR IMPACT.

Find opportunities to spotlight students, employers, and their accomplishments. Create smooth transitions for students as they continue their education and/or employment. Communicate your early wins to the community and other key stakeholders.

What it looks like:

- Hosting **signing ceremonies** with participating employers at the end of the semester to celebrate students' successful completion of their work-based learning opportunities and commitment to continue their education and/or employment.
- Identifying **clear next steps** for students, particularly those graduating from high school, and facilitating a smooth hand-off to the appropriate contacts if they will be participating in a registered apprenticeship program and/or continuing their education at the community college.
- Letting **employers tell the story** about the impacts they are seeing from the program to key stakeholders and their peers.
- **Communicating impact** using your previously identified success metrics so that stakeholders and funders understand the return on their investment (see **Appendix F** for a sample report that Surry-Yadkin Works develops annually for its stakeholders).

COMMUNICATING YOUR ROI

Work with employers and government leaders to discuss how you plan to evaluate the success of your program. What metrics matter most to them? What data will be available that could be tracked and shared? Surry-Yadkin Works develops an annual report for stakeholders (see **Appendix F**) that highlights:

- The growth of program over time, including the number of student and employer participants;
- The percentage of students who continue to work with their employers after completing their work-based learning experience;
- The percentage of students who continue their education after completing their work-based learning experience and/or return to the program for another semester;
- The percentage of students earning 12 or more college credits while in high school and completing their work-based learning experience;
- Students' completion of industry-valued credentials;
- The average college tuition savings per student;
- The total amount of tuition savings for students who continue their education (per student);
- Students' average wage during the four-month work-based learning period; and
- Students' average future earning potential per year (based on U.S. Department of Labor O*NET Data for North Carolina).

Programs may also elect to monitor other metrics (e.g., local unemployment rates, rates of Opportunity Youth, etc.) as they track and assess their impact over time.

BEST PRACTICES AND LESSONS LEARNED

Start small to go big.

It's better to start small than to grow too large, too quickly. Starting small allows you to focus on high-quality program implementation, demonstrate quick wins, and adjust course as needed.

> "You have to start small to grow large. In our very first year, we had a goal of placing 10 students. It was small, and we got some quick wins. We put kids we knew would be successful with successful businesses, and we let those businesses tell the story about how well it was working."

Dr. Travis Reeves, Surry County Schools Superintendent

Make a plan to see similar work in action in other communities.

The success of other work-based learning efforts in nearby counties, including K-64 in Catawba County, inspired local leaders in Surry and Yadkin counties to invest in a similar approach. While developing your program, consider inviting superintendents and their school boards, county commissioners, employers, and other key stakeholders to join you for a visit to see another program in action.

> "If anyone has any doubts about whether or not this works, give us a call. Come to see us. We'll be happy to talk to others who might be interested, even our competitors! If it's putting more people into the talent pool, that's what's right for our industry, and we all benefit."

Brooke Johnson, Director of Marketing & Customer Experience at Scenic Automotive

Organize employer visits and tours for school staff and students' families.

Create opportunities to bring teachers, school counselors, and families into the workplace, explain the types of jobs that are available, and give them a taste of what it's like to work in local businesses and industries.

> "Something that's been extremely successful for us is that **on a teacher workday, we'll have teachers come in.** We give them a tour of the plant, share a presentation about our company, and explain what we do here locally. They walk out with information they can take back to their students. All of a sudden, the wheels start turning for everyone. A teacher might have a student who would really like to weld, and they can say to them, 'Let me tell you about where I was last week!'"

Josh Nixon, Training Supervisor at Altec Mt. Airy

> "When we first got this off the ground, **our school counselors, career development coordinators, and other district representatives were invited on a monthly business tour** so they could see the local businesses firsthand. As you're walking around these facilities and checking things out, students are popping into your mind. You're thinking, 'Oh, this will be a game-changer for this student, I've got to let them know about this!' It was really insightful. You think you know what these businesses are all about, but you don't really know what they're doing until you're in there experiencing it for yourself."

Hayley Zurita, School Counselor at North Surry High School

Put the program to work for you.

Don't overlook the talent you're recruiting for local employers when you consider your own needs. Participating school systems, colleges, and county governments have all tapped into the talent pipeline generated by Surry-Yadkin Works by hiring interns and pre-apprentices.

> "Guess who some of our best employees are – our students!"
>
> **Dr. DeAnne Danley**, Surry County Schools Assistant Superintendent

Anticipate dedicating extra time as you launch the program and at the start and end of each semester.

Plan for your workload to increase during certain times of year and look for creative ways to build the necessary time into your calendar.

> "Plan for the meetings and check-ins you know need to happen – orientation and onboarding, quarterly check-ins, a debrief at the end of the semester – and mark the time off on your calendar. I also look for ways to embed this into existing meetings. Can I make this an agenda item in a conversation I already have scheduled with a principal? If you prioritize it and make time for it on your calendar, you'll be able to get it done."
>
> **Dr. DeAnne Danley**, Surry County Schools Assistant Superintendent

Expect to see a positive shift in workplace culture.

In welcoming students into the workplace and developing the systems and structures they need to thrive, employers uncover best practices for supporting all of their employees.

> "Typically when a new nurse starts, they're going to sink or swim. New hires that struggle are weeded out quickly by other employees. I was a little worried about the reception our students would receive, but our nurses were around them, supporting them, putting them under their wing and helping them. It didn't take long at all for that same mindset to be extended to our adult new hires. It changed the whole culture of how we welcome new people into our organization. Not only have we benefited from this pipeline of future talent, but that change in the way that we welcome new employees has been one of the most positive benefits of creating this apprenticeship program."
>
> **Christi Smiley**, Vice President of Human Resources at Northern Regional Hospital

Watch for a ripple effect in your talent pipeline.

The positive experiences that students have with local employers may also influence the career decisions of their parents and family members.

> "You don't know how many of these students go home and tell their parents about their experience. And then their parents say, 'Well, I want to work there. How can I get into that company?' We get that a lot!"

Josh Nixon, Training Supervisor at Altec Mt. Airy

The experience and skills afforded by an opportunity like this are a win for students, no matter the outcome.

Supporting students in discovering what they don't want to do for a career is just as valuable and worthwhile as supporting them in discovering what they do want to do.

> "There are so many scenarios where a student is set on a future career plan and truly believes it's what they want to do for the rest of their life, and they try it and hate it. And I tell them, 'That's good! You might love it, you might hate it. Either way, you're gaining valuable insight. Figuring this out now will save you time and money.' Ultimately, the goal is to help students find their passion – something they will love doing each and every day. What better way to do that than through these hands-on experiences?"

Hayley Zurita, School Counselor at North Surry High School

> "For a student, it's just as valuable to get into a pre-apprenticeship and determine that this is not what they want to do for the rest of their life. No matter where they go, where their path takes them, this opportunity provides them with fundamentally important life skills. It's these life skills that set them up for success in their careers just as much as – if not more than – other things like intelligence and technical ability."

Christi Smiley, Vice President of Human Resources at Northern Regional Hospital

TOOLS AND RESOURCES

Connect students to NCcareers.org as they navigate their career interests.

- Interest Finder explores students' personalities and interests and provides examples of activities that people with specific interest types may like to perform.
- Career Cluster Match supports students in uncovering which Career Clusters match their combination of work, skill, and academic interests.
- Reality Check is a tool developed by the NC Department of Commerce that can help students estimate the income necessary to support their desired lifestyle and identify jobs that meet their financial needs.

Engage with ApprenticeshipNC as you work with employers to set up registered apprenticeships.

- Review the North Carolina Youth Apprenticeship Guide, which outlines best practices for starting and operating registered apprenticeship programs for high school students.
- Contact an ApprenticeshipNC consultant in your area to guide you through the process of building, registering, and launching a pre-apprenticeship or apprenticeship program.

Explore Career and Technical Education (CTE) programs and resources available to students and schools across North Carolina:

- CTE courses are provided through seven program areas, and all courses are aligned with Career Clusters and related pathways. Check out the Career and Technical Education Course Inventory and Essential Standards document, where you'll find program area and course descriptions, information about work-based learning and career and technical student organization opportunities, and other curriculum details.
- Career Development Coordinators support CTE and coordinate career development services for students participating in CTE. They collaborate with school administrators, student services personnel, and teachers and facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education and employment.

Contact your local Workforce Development Board to learn more about existing efforts to bring together industry, education, labor, community, government, and other workforce stakeholders to develop demand-driven strategies connected to your regional economy and labor market.

Learn more about Surry-Yadkin Works by visiting the program's website, watching this spotlight by the North Carolina Business Committee for Education, and checking out these video clips highlighting employer partner and student perspectives.

Please contact the Belk Center for Community College Leadership and Research at belk_center@ncsu.edu with any questions or comments about this playbook. Questions or comments specific to Surry-Yadkin Works can be sent to surryyadkinworks@surry.edu. We look forward to hearing from you!

APPENDICES

- Appendix A: Excerpts from Employer Handbook
  - General Guidance and Recommendations for Employers
  - Sample Memorandum of Understanding and Workplan
  - Sample Orientation Outline and Acknowledgement
  - Sample Performance Evaluation
- Appendix B: Excerpts from Student Handbook
  - General Guidelines and Expectations for Students
  - Sample Pre-Apprenticeship Agreement
  - Sample Parent/Guardian Consent Form
  - Sample Confidentiality and Media Release Forms
- Appendix C: Sample Registered Apprenticeship Agreements in High-Demand Fields
- Appendix D: Navigating State and Federal Regulations and Insurance Requirements
- Appendix E: Supervised Practice Youth Work-Based Learning Experience Agreement
- Appendix F: Sample Return on Investment Report

NC STATE UNIVERSITY

College of Education
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Leadership and Research

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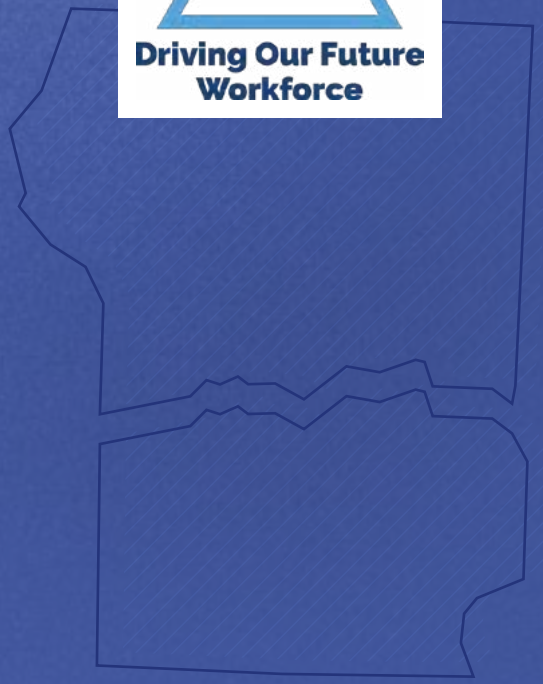
2 million by 2030

Surry - Yadkin WORKS

Driving Our Future Workforce