

NCWorks Career Pathways Application

Career Pathway Title: Northeastern North Carolina PtP Health Careers Pathways

Business Sector: Health Care

Prosperity Zone: Northeastern

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Overview

Background Information

The ***Northeastern North Carolina PtP Health Careers Pathway*** is a product of the Northeastern North Carolina Pathways Partnership that was officially organized in the summer of 2013. The regional pathways partnership was an outgrowth of a Pathway to Prosperity (PtP) pilot project developed by the Career and Technical Education Division (CTE) of the North Carolina Department of Public Instruction (DPI).

In July of 2012 the CTE division of DPI selected four local education agencies (LEAs) in the Northeast (Halifax County, Beaufort County, Martin County and Washington County) to participate in a pilot project to develop pathways modeled after the Pathways to Prosperity research study conducted by the Harvard Graduate School of Education. For the next several months asset studies and focus group awareness sessions were held with key educational, workforce development, economic development and employer stakeholders to determine high demand business sectors as well as a sustainable and scalable structure for developing pathways.

As a result of the feedback from the asset studies and the focus groups, the decision was made to broaden the pilot to include all twenty LEAs that make up the Northeast CTE Region. The decision to approach developing critical business sector pathways at a regional level was based on an overview of successful strategies, challenges and lessons learned from previous projects. A key factor for regional success in the past has been the cooperative spirit and willingness to partner and share between community colleges, state agencies, school systems and employer groups.

The Northeast is challenged by the reality that most of our counties are small, rural and contain few large business/industry employers. For this reason, great numbers of those in our workforce travel outside their county (and state) of residence to work. The willingness/necessity of workers traveling distances to work also means that employers in the Northeast hire employees from all over the region. An additional challenge is that all but one of the community colleges and all of the workforce development boards in the Northeast region serve multiple counties. The creation of several small partnerships and curriculum planning groups becomes problematic for staffs that are already stretched thin. Employers also do not have the financial resources or time to become actively engaged in multiple pathway planning initiatives.

Among the lessons learned from our current regional partnership structure is that partnering on a regional basis facilitates 1) increased employer participation, 2) greater sharing of scarce resources, 3) a more efficient and systematic effort in planning and programming, and 4) a greater diversity of stakeholders participating in the strategic planning process resulting in higher quality outcomes.

In July 2013 the three directors of the Workforce Development Boards that served the Northeast (Northeastern, Region Q, and Turning Point) met with the pilot leadership team and volunteered to serve as the lead intermediaries for the PtP work. The intermediaries along with the pilot leadership team set into motion the formation of the Northeast PtP Regional Leadership Council made up of key employers, educators, economic developers and workforce development staff to

oversee the pathway work. A list of those serving on this Leadership Council is included in section 3 of this application. In examining the regional employment and skill demand data (section 1 of application) the decision was made to recommend health care to the Leadership Council as the first business sector on which to develop pathways.

The Leadership Council approved the recommendation and authorized that a Health Care Careers Pathways Strategic Planning Committee be recruited and begin the pathway development process. A diverse strategic planning committee was organized. This committee subdivided into three subcommittees and held productive meetings in the fall of 2013 resulting in the submission of a [final report](#) to the Leadership Council that included the Health Care Pathway Maps, implementation strategies, career guidance plan and employer engagement activities. The Leadership Council approved the report in January 2014.

Critical to pathway implementation is the development of local modifications of the regional pathways to accommodate the local needs of the communities served by the workforce development boards and the community colleges. The connection between the regional pathways and the local pathway modification process is graphically outlined in the Northeast [NC PtP Regional Pathway Development Model](#).

Response to requirements specified for inclusion in the overview section of the application (the data charts, rosters of participants, names of employers/businesses involved in pathway development/work-based learning experiences, and other specific documentation data that support these responses are provided in the exhibits that accompany the eight sections of the application).

- 1. Type of consumer served by pathway** – Our pathways have multiple entrance and exit points. Through the involvement of the secondary schools, community colleges, university personnel, workforce development boards and employers in our pathway development process it is our intent that the ***Northeastern North Carolina PtP Health Careers Pathways*** serve the full range of consumers in our region, e.g. youth, dislocated workers, incumbent workers, veterans, etc.)
- 2. Number/participation of employers in the process** – as mentioned earlier in the background material, we have a diverse number of health care employers participating in the development and implementation of our pathways. Health care employers serve on the Leadership Council, the Health Career Pathway Strategic Planning Committee, and the Health Care Career Annual Review Committee. They also serve in providing clinical experiences and other work-based learning activities for students. For example, CTE directors reported in their pathway metrics packet that 30 health care employers in the region had provided either paid or unpaid internships, clinical experiences, service learning or co-op opportunities for students during the 2013-14 school year. In addition 53 health care employers had hosted field trips and/or job shadowing experiences.
- 3. Evolution of the pathway and how team members were selected** – The evolution of the pathway is detailed earlier in the ***Overview***. Our intermediaries, the three workforce development board directors and their staffs, were instrumental in recruiting health care employers to serve on the team. In addition, employers were recruited by secondary CTE directors and our community college partners. In addition to employers the leadership team

recruited key stakeholders in the region including teachers, curriculum specialists, community college and university deans, AHEC representatives, workforce development board staff, secondary CTE directors and regional economic developers.

4. Role of engaged employers on the team - 1) Provide leadership, input, feedback and support for pathways by serving on the Leadership Council and pathways strategic planning committees; 2) Lead in defining skill sets for the priority career clusters; 3) Provide leadership in defining, designing and offering work-based learning opportunities for students and teachers; 4) Work with educators to develop creative and innovative work-based simulations and learning activities; 5) Serve and encourage other employers to serve on community college and secondary schools employer pathway advisory committees.

5. Plan to attract consumers – A part of the pathway development process is developing comprehensive career guidance and counseling system that starts in middle school and continues through high school and community college. Counselors and strategic planning committee members have developed and continue to vet best practices at the middle school and high school levels in the areas of 1) Self-awareness, 2) Career Awareness/Exploration/Goal Setting, 3) High School/Post-Secondary Course Selection and Planning, and 4) Personal and Employability Skills Development. The narrative and the [Comprehensive Career Guidance and Planning Tools](#) document outlines the planning process for developing and implementing this career guidance system. The next step in development of this planning tool is to add community college and workforce development best practices to the career planning document. In addition, the Pathway Leadership Council will hold the second annual career pathway guidance and counseling retreat at Edgecombe Community College in November 2015 for all middle school, high school, community college and workforce development counselors in the region. Approximately 100 counselors and student services personnel attended the conference that year.

In addition the regional partners purchased pathways banners for the community colleges, high schools and NCWorks Career Centers in the region to attract attention and invite consumers to investigate pathways. The regional partnership has also developed a website to provide pathway information (NENCPathways.org) to consumers.

Pathway marketing brochures to attract consumer interest are also being developed by each local community college in collaboration with their secondary school partners.

6. Metrics including enrollment numbers – Developing a comprehensive set of metrics to measure progress is in process. Currently we have baseline pathway related data for the secondary schools in the region. Section 8 includes that report -- [2013 – 2014 Pathway Baseline Progress Measures](#). This data report indicates that at least 460 high school students in the 2013-14 graduating classes in the Northeast Region completed a concentration in a health careers pathway. Currently a focus is being placed on methods to collect 2014-2015 baseline data from the community colleges and NCWorks Career Center partners.

7. List of institutional partners – A list of institutions that are included in the Northeastern North Carolina Career Pathways Partnership is included below.

Northeastern North Carolina Career Pathways

Institutional Partners

Workforce Development Boards	Halifax Northeastern Region Q
Community Colleges	Beaufort Community College College of The Albemarle Edgecombe Community College Halifax Community College Martin Community College Nash Community College Pitt Community College Roanoke-Chowan Community College
Universities	East Carolina University Elizabeth City State University
Local Education Agencies	Beaufort County Schools Bertie County Schools Camden County Schools Currituck County Schools Dare County Schools Elizabeth City-Pasquotank County Schools Edenton-Chowan Schools Edgecombe County Schools Gates County Schools Halifax County Schools Hertford County Schools Hyde County Schools Martin County Schools Nash-Rocky Mount Schools Northampton County Schools Perquimans County Schools Pitt County Schools Roanoke Rapids Graded School District Tyrell County Schools Washington County Schools Weldon County Schools
Regional Schools	NE Regional School of Biotech/Agriscience

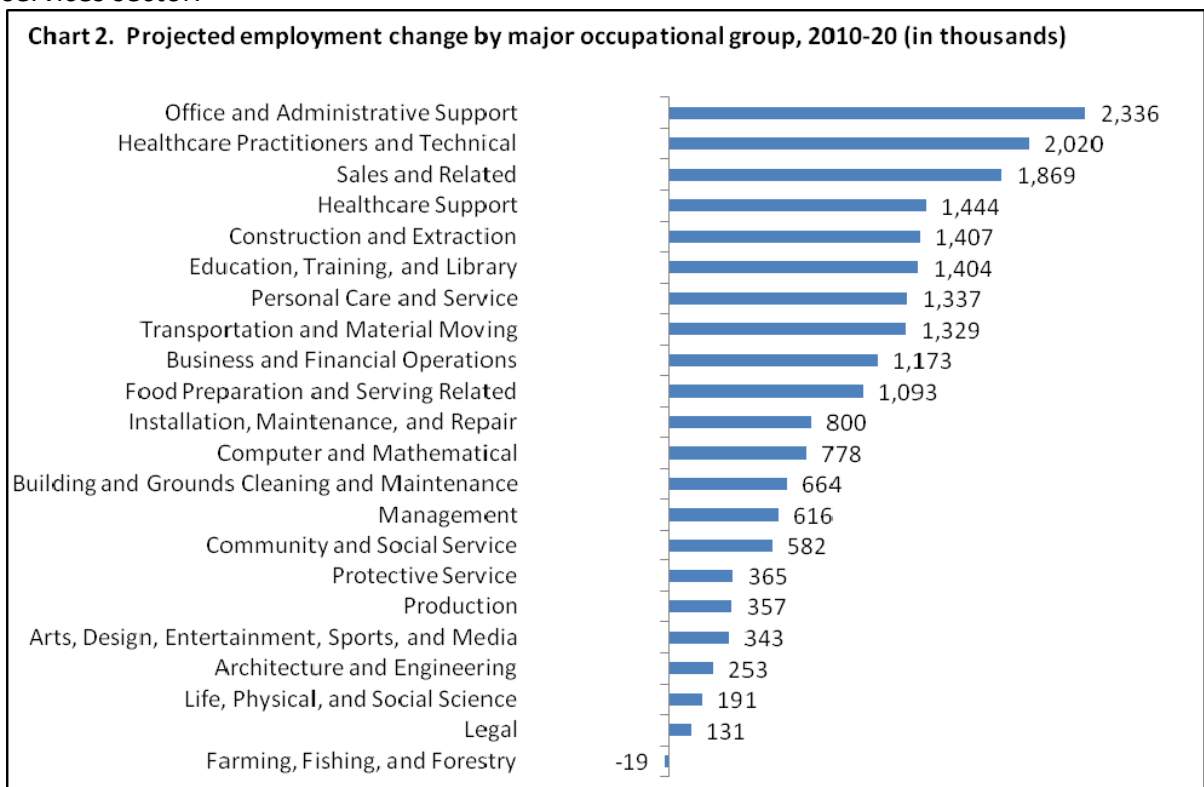
1. National Data

Between 2010-2020, “About 5.0 million new jobs—25 percent of all new jobs—are expected in the three detailed industries projected to add the most jobs: construction, retail trade, and offices of health practitioners . **Seven of the 20 industries gaining the most jobs are in the health care and social assistance sector**, and five are in the professional and business services sector.”

Source – U.S. Bureau of Labor Statistics, *EMPLOYMENT PROJECTIONS – 2010-20* Feb. 1, 2012

18% of the Top 20 occupations with the largest projected number of total job openings between 2010 and 2020 due to growth and replacements are projected to be in the following four Health Science occupations: **Registered Nurses; Home Health Aides; Personal Care Aides; and Nursing Aides, Orderlies and Attendants**. This represents approximately 3,216,200 jobs nationally

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Source – U.S. Bureau of Labor Statistics, *EMPLOYMENT PROJECTIONS – 2010-20* Feb. 1, 2012

2. Regional Data

[Region Q Workforce Development Board](#) which includes two of the four pilot LEAs (**Beaufort and Martin**) reports that by 2018 the most employed occupation in the region will be Registered Nurses (4,482), and that the occupation with the most total openings will be Home Health Aides (1,570).

Source – *Region at a Glance* published by Region Q Workforce Development Board

Of the 11 jobs highlighted in Region Q's *Top Jobs* publication 7 are health science occupations – **Dental Hygienists, Licensed Practical and Licensed Vocational Nurses, Medical and Health Services Managers, Physical Therapist Assistants, Radiologic Technologists and Technicians, Registered Nurses, Surgical Technologists**. The "Top Jobs" listed are based on projected growth rate of jobs, the projected total openings, and the historical change in the entry-level annual wage.

Source – *Top Jobs* published by Region Q Workforce Development Board

Halifax, the third LEA in the PtP pilot is a part of the [Turning Point Workforce Development Board](#). The Board periodically publishes a data set that lists the occupations in the region with the most advertised openings. Of the fifteen (15) occupations listed in the April 2013 list 6 are in the health care sector (**Occupational Therapists, Speech-Language Pathologists, Registered Nurses, Physical Therapists, Licensed Practical & Licensed Vocational Nurses and Home Health Aides**). Of the 340 total online advertised openings, 147 or 43% were for the health care occupations listed above.

Source – *Turning Point WDB Occupations With Most Ads*, April 2013

Labor market data published by [The Northeastern Workforce Development Board](#) (which includes **Washington County**, the fourth pilot LEA) indicates that of the 20 largest occupations in the region, two of the three occupations that will have the largest percentage of increase in jobs between 2011 and 2016 are in the Health Careers sector (**Healthcare Support Positions, 24% increase**; Business and Financial Operations Occupations, 21% increase; and **Healthcare Practitioners and Technical Occupations, 18% increase**).

Source – *NWBD High Ranked Occupations Report*

3. County Data

The large number of health care jobs in the four pilot counties is illustrated in the table below. The companies listed are the largest health care employers in each of the pilot LEAs. The data was pulled from the list of the twenty-five largest employers in each county.

County	Twenty-Five Largest Employers Rank	Company	Employment Size
Beaufort	3	East Carolina Health Inc	500-999
	14	Principle Long Term Care	100-249
	17	Sovereign Healthcare LLC	100-249
	23	Ridgewood Manor	100-249
Halifax	1	Halifax Regional Medical Center	500-999
	14	Rural Health Group Inc	100-249
	15	Home Life Care	100-249
	16	Kindred Nursing Centers East LLC	100-249
Martin	4	Martin General Hospital	250-499
	11	Principle Long Term Care	100-249
	12	Home Life Care Inc	100-249
	16	State of NC Dept of Health and Human Services	50-99
	20	Quality Home Staffing Inc	50-99
	22	Victorian Senior Care Communities	50-99
Washington	4	Washington County Hospital	100-249
	5	Principle Long Term Care Inc	100-249
	6	District Health Department	100-249
	8	Home Life Care Inc	50-99
	9	Covenant Health Care LLC	50-99
	13	Interim Health Care Morris Group	Below 50

Workforce In-Depth, Employment Security Commission of North Carolina, Labor Market Information Division, www.ncesc.com

Criteria Documentation

2. Employer Engagement

A. The following health care employers participated in the pathway development process

Lisa Lassiter Vidant Health, Pitt County	Tim Barrett Couer Medical	Nettie Evans Vidant Foundation for Nursing
Rebecca Evans Martin General Hospital	Penny Coltrain Vidant Health, Beaufort County	

B. The following meeting agendas (available upon request) document employer engagement in developing the Health Care Careers Pathways.

- Sept. 5, 2013 – Meeting 1, Health Careers Pathways Strategic Planning Committee
- Sept. 26, 2013 – Meeting 2, Health Careers Pathways Strategic Planning Committee
- Oct. 17, 2013 – Meeting 3, Health Careers Pathways Strategic Planning Committee
- Feb. 19, 2014 – NE Region Leadership Council Meeting to receive Health Care Pathways Final Report from Strategic Planning Committee
- September 24, 2014 – NE Region Leadership Council Meeting to review and update health care pathways

C. Sustaining Employer Engagement through Annual Reviews -The annual review of the Health Care Pathway is scheduled for October 22, 2015. The annual review component of the Northeast pathway model is designed to sustain engagement by providing employers and educators the opportunity to review and revise the pathways yearly in light of changing requirements and standards. Key health care employers in the region will be invited to participate in the review/revision process.

3. Collaboration

A. Collaboration is at the heart of pathway development in the Northeast, [The Northeast NC Pathways to Prosperity Regional Pathway Development Model](#) illustrates the collaboration involved. Oversight of the pathway work is led by the NE PtP Leadership Council that includes employers, educators, economic developers, workforce development board members and staff as well as community leaders and other workforce development stakeholders.

B. The **lead intermediaries** for the pathway work are the three Workforce Development Board Directors that serve the Northeast Region: Walter Dorsey, Region Q; Michael Williams, Turning Point; and Dave Whitmer, Northeastern. These intermediaries have been critical in recruiting employers in the process, establishing a spirit of collaboration and

cooperation, and sharing resources. An important example of establishing a system of collaboration was the influence of the intermediaries in organizing a Regional Community College Pathway Partnership that brings together the community college and two universities in the region on a regular basis to share best practices, resources and activity planning that focuses on community college issues and activities. This organization structure for higher education mirrors the regional NC DPI CTE organization that has existed for decades. Christina Harris coordinates the secondary CTE programs in the Northeast. Christy advocacy for pathway development has been instrumental in encouraging collaboration between secondary CTE programs and the community colleges in the region.

C. The process by which the Leadership Council engages in pathway development is through Pathway Strategic Planning Committees. The Health Care Strategic Planning Committee members were identified and recruited through the collaborative efforts of all of the leadership groups – Workforce Development Boards, Community College/Higher Secondary Schools collaboratively identified and recruited members.

4. Career Awareness

A. Strategic plan for pathway counseling and guidance and agencies involved – The Northeastern pathway partnership has developed a multi-step process for creating a comprehensive career counseling and guidance plan as follows:

1. In July 2013 a group of school counselors in the Northeast was convened to study the National Career Counseling Standards developed by the American School Counselor Association (ASCA), and the North Carolina Department of Public Instruction Essential Standards for Career Counseling to determine the major areas of career counseling and develop a Career Counseling Essential Standards Crosswalk.

The group identified four major areas of emphasis in an effective career counseling system –

- a. Self-Awareness
- b. Career Awareness/Exploration/Goal Setting
- c. High School Course Selection/Post-Secondary Planning
- d. Personal/Employability Skills Development

2. During the Health Career Pathways Strategic Planning Committee meetings in September and October of 2013 the Career Development Subcommittee made up of a cross section of stakeholders was charged with creating a planning tool for the pathway partners to use in developing a comprehensive career guidance plan for grades 6 through 14. The goal was to start with an emphasis on middle school and high school career guidance and incorporate post-secondary and workforce development counseling strategies in the work of later pathway development projects.

The Health Care Pathway Career Development Subcommittee's work resulted in a planning document for use by middle school and high school counselors in planning a comprehensive and seamless career guidance program, and a list of best practice counseling activities for both middle school and high school in each of the four areas of emphasis listed above.

3. Two regional pathway subcommittees have continued to work on enhancing this career guidance and planning work. Currently, the partnership is in the process of having counselors in our community colleges add best practices to this planning tool. The next step will be to have **NCWorks counselors** collaborate in adding best practices for the clients they serve.

4. Professional development activities – A professional development strategy initiated by one of the career development subcommittees was to initiate an annual full day counseling retreat open to all of the counselors of our partnering agencies. The first annual counseling retreat was held November 20, 2014. The retreat focused on pathway awareness, career counseling best practices and the importance of collaborative planning.

5. Articulation and Coordination (Amended 10/21/15)

A. Academic Coordination Agreements

1. State and Local Secondary/Community College Articulation Agreements

2. Community College/University Articulation Agreements

B. Workforce Development Board opportunities commitments are found in a document titled *Serving Adults and Dislocated Workers in Health Care Careers* (available upon request).

C. The [pathway maps](#) document the health pathways articulation opportunities between the high schools and community colleges. These are entered in color on the maps.

Career & College Promise (CCP) is North Carolina's dual enrollment program that allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school.

According to the data submitted in the Northeast Region's first pathways metrics report 2013-2014¹ –

- 177 career and college promise courses (CCP) completed by high school students in a **Health Careers Pathway** in the Northeast Region
- 48 CCP courses completed in **Medical Assistant**
- 33 CCP courses completed in **Kinesiology**
- 60 CCP courses completed in Science
- 217 CCP courses completed in Math
- 127 CCP courses completed in English Composition/Research
- 336 CCP courses completed Social and Behavioral Science
- 243 CCP course completed in Humanities and Fine Arts

- 96 CCP courses completed in College Transfer Success

¹ Source – *Northeast NC Pathways to Prosperity 2013-2014 Pathway Baseline Progress Measures*, published February

D. Articulation and coordination strategies go beyond course credits. Embedded in the Northeast regional pathways strategic plan are strategies aimed at articulating and coordinating the intentional and seamless implementation of career development activities as well as technical and employability skills training. Our pathway model seeks to achieve this goal by providing ongoing opportunities for interaction between stakeholders both in job-alike settings, and more importantly, in settings that bring a broad group of business sector stakeholders together to address specific issues. Within the Northeast pathway model are pathway focused meetings of community college/university partners, secondary school career and technical education directors, and workforce development directors and business service representatives. These job-alike stakeholder meetings are then broadened into a Career Pathway Leadership Council and strategic planning committees that include business sector employers, economic developers, area support organizations/ institutions (i.e. AHEC and the Pitt County Health Careers Academy), health science teachers and career development coordinators/counselors.

It is the synergy and best practices that emerge from these collaborative interactions that lead not only to course articulation agreements, but also to addressing specific career development issues such as --

- Comprehensive and seamless career guidance and counseling
- Metric systems to measure
- Work-based learning alternatives
- Employer recruitment strategies

The continuity of the work with the focus on continuous progress is further enhanced by career pathway annual reviews providing stakeholders the opportunity to interact and update the pathways on a regular and on-going basis.

6. Work-Based Learning

A. The Employer Engagement Subcommittee of the pathway strategic planning team has been involved with developing two instruments to support increasing work-based learning opportunities – 1) The *Continuum of Key Work-Based Learning Activities* (available upon request) defines work-based learning opportunities with appropriate grade levels for implementation, and 2) the *Career and Technical Education Employment Engagement Recruitment Survey* (available upon request) is a recruitment tool for identifying specific areas that employers might volunteer their assistance including work-based learning activities.

B. As shown in the table below, many health care providers/employers are engaged in offering work-based learning opportunities to high school and community college students.

Employer Engagement in Offering Health Care Work-based Learning Opportunities 2014-2015		
	No. of Employers	No. of Students
Secondary Schools	94	1,716
Community Colleges	168	2,465

C. In addition, the secondary schools have begun tracking data related to pathway work-based learning opportunities. The following chart lists the 2013-2014 data.

Work-based Learning Activities ¹ Health Careers Focus	No. Bus. Engaged Health Focus	No. Students Health Focus
Paid internships	2	7
Non-paid internships	9	18
Clinical experiences tied to career pathway	17	172
Co-op tied to career pathway	1	1
Service learning	1	1
Job Shadows	31	89
Field Trips	22	247
Total work-based learning experiences	83	535

D. The following chart lists Health Care Employers engagement in Health Care Careers related guidance and/or classroom activities in the secondary schools in the partnership. Again, this is the report for 2013-2014.

Business engagement in guidance and/or classroom activities ² Health Careers Focus	No. Bus. Engaged Health Focus	No. Students Health Focus
Career Fairs/Expos	34	560
Career Speakers	69	943
Career Projects/Contest Judges or Advisors	3	15
STEM Activities	36	355
Total	142	1,873

^{1,2}Source-Northeast NC Pathways to Prosperity 2013-2014 Pathway Baseline Progress Measures, published February 2015

7. Multiple Entry/Exit Points

A. The Health Careers Strategic Planning Committee developed and the Pathways Leadership Council approved three pathway maps for the Health Science Career Cluster –

1. [Therapeutic and Diagnostic Services](#)
2. [Medical Office Administration](#)
3. [Biotechnology Research and Development](#)

Each of the maps outlines occupations along the way and the credentials needed for each entry/exit point.

8. Evaluation

A. Plan for Assessment – The Northeastern Career Pathways Partnership embraces the evaluation goals expressed in the following quote of Amy Lloyd, Executive Director of the Pathways to Prosperity Network --

“Our overarching goal for the network is to increase the numbers of young people who complete high school, attain a postsecondary credential valued in the labor market, and get launched on a stable and satisfying career that can also provide the basis to pursue further education and career advancement.”

Definition of Success - Simply stated the two prongs of our health career pathway goal are to --

- 1) Increase the number of individuals who have a postsecondary credential that leads to a stable and satisfying health career, and
- 2) Provide employers the highly skilled workforce needed to meet the needs of the high demand health care industry in Northeastern North Carolina.

The two outcomes that will define success will be 1) a steady year-to-year increase in the numbers of those who attain health care credentials, and 2) a steady year-to-year increase in health care work-based learning opportunities, and employer engagement activities including the annual pathway review process.

The initial assessment plan involves collecting appropriate metrics related to these two outcomes from secondary schools, community colleges and the workforce development boards. Later as the pathways are more fully implemented the goal would be to include 4-year college data as well.

Ultimately, we would like to track employment data of health pathway completers, but at the present there is not a reporting mechanism available to gather this information. We will continue to pursue this goal.

B. Baseline Data

1. Secondary Schools

The initial year for collecting baseline data in the secondary schools of the partnership was 2013-14.

Data sets collected that focus on increasing the numbers of students who attain health care credentials include –

- The number of students who complete the high school requirements to be recognized as a health care pathway concentrator
- The number of students who achieve health care related industry credentials

Data sets collected that focus on increasing health care work-based learning opportunities and employer engagement include –

- The number of employers providing health care related work-based learning opportunities
- The number of students provided a health care related work-based learning opportunity
- The number of employers engaged in activities related to health care instruction other than work-based learning

Other data sets that support the pathway levers for success are also being collected as part of the secondary data package. These include –

- Career guidance activities available to all students
- North Carolina Career and College promise courses completed (both technical courses and college transfer)

While there were a few glitches in the data collection process during the baseline year 2013-14), we averaged collecting data from about 18 of the 20 LEAs in the region for each of the data sets. [*The Northeast NC Pathways to Prosperity 2013-2014 Pathway Baseline Progress Measures*](#) (secondary schools report) was published in February 2015

2. Community Colleges

Currently, the partnership is focused on establishing the following data sets as well as the protocol and standardization for the collection of community college data to inform and measure progress in meeting pathway goals --

- Work-based learning experiences (disaggregated by career cluster and/or pathway)
- Community college completer (certificate, diploma, degree) employment data
- Career Readiness and industry credentials earned
- NC Career and College Promise Courses Completed (both technical and college transfer)

- Pathway retention rates – Number enrolled vs. number who achieved certificate, diploma, degree, industry certification

The community college partners agreed to focus their 2014-2015 baseline data collection on the first two data sets. The goal is to include the remaining three measures in subsequent years as implementation continues, and the methods for standardizing and securing the data can be established.

Section 8. [Partnership metrics](#) contain the regional community college health care baseline data for the following measures --

- The number of employers providing health care related work-based learning experiences to students during the 2014-15 school year
- The number of students who experienced a health care related work-based learning opportunity during the 2014-2015 school year
- The number of health care programs in which students earned certificates, diplomas, and/or associate science degrees during the 2014-2015 school year
- The number of students who earned certificates, diplomas, and/or associate science degrees during the 2014-2015 school year

3. Workforce Development Boards

In addition to developing a process for collecting and publishing community college pathway data, another evaluation goal for 2014-2015 was to begin the process for identifying and collecting data from the workforce development boards to inform the success of the pathway initiative.

The partners approved the following data sets --

A. For adults and dislocated workers being served by the workforce development boards

- The number of clients enrolled in a health care pathway at a community college (PY 2014)
- The number of clients who earned a health care credential (PY 2014)
- The number of clients employed in a health care field (PY 2014)

B. For youth being served by the workforce development boards

- The number enrolled in a high school diploma program
- The number enrolled in a GED program
- The number enrolled in a health care pathway at a community college
- The number enrolled in pathways other than health care

C. Mechanism for updating the pathway and associated strategies

The yearly collection of the identified measures will inform the work of the pathway reviews. These structured reviews occur annually and give employers and educators the opportunity to update, revise and modify the pathways and the associated implementation strategies. The first health pathway review was held September 24, 2014. The second annual review was scheduled for October 22, 2015.