



**July, 2007**

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## **Governor Easley Announces Statewide Education Policy Named 21st Century Skills Practice of the Year**

### **State Earns Inaugural Award from National Partnership for 21st Century Skills**

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Gov. Mike Easley announced that North Carolina's education policy on 21st century skills has been named a "Practice of the Year" by a national education advocacy group. The award was presented at the Partnership for 21st Century Skills annual best practices meeting in Charleston, W. Va.

"From our pre-k *More at Four* classrooms to our innovative *Learn and Earn* high schools, we are working on every level to make sure North Carolina's education system prepares students for a future in this century, not the last," Easley said. "We were proud to become the first state to join the national Partnership and we are honored to receive this inaugural award and to serve as a model for other states."

Judges selected the best practices on the basis of innovation, potential for replication in other states and how the practices incorporate the national Partnership's "Framework for 21st Century Learning." The framework emphasizes skills such as information and communication, technology, literacy, critical thinking, communication, collaboration, global awareness, business, economic and civic literacy and

other skills business leaders have identified as critical to an employee's success in the global economy.

North Carolina was selected for the honor because state leaders have created a comprehensive school reform effort to change the way schools operate to reflect the 21st century skills demanded by the global economy. As a part of this reform effort, in 2005, Easley established the nation's first Center for 21st Century Skills, housed in the North Carolina Business Committee for Education (NCBCE.) The NCBCE works with the State Board of Education to develop new assessments for students and professional development for teachers that reflect 21st century demands.

Easley's nationally recognized *Learn and Earn* Early College high schools were also recognized at the Partnership's annual meeting. The schools are located on community college or university campuses and offer students the opportunity to take college-level courses and obtain both a high school diploma and an associate's degree or two years of transferable university credit after up to five years of study. There are 33 *Learn*

*and Earn* early college high schools currently in operation around the state and Easley plans to open 20 new sites in the 2007-08 school year.

The Partnership for 21st Century Skills is the leading national advocacy organization focused on infusing 21st century skills into education. The organization brings together the business community, education leaders, and policymakers to define a powerful vision for 21st century education to ensure every child's success as citizens and workers in the 21st century.

For more information on the North Carolina Business Committee for Education and the North Carolina Center for 21st Century Skills, visit [www.ncbce.org](http://www.ncbce.org).

Source: [ncommerce.com](http://ncommerce.com)



### Officers

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Ronald Knight, *Communications Workers of America*

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Debbie Beech Burrell, *FACILITATE, CEO*

### Onslow County

Don Harris, *Stanadyne Diesel, Retired*  
Ralph Leeds, *Employment Security Commission, Manager*  
Mona Padrick, *Jacksonville-Onslow Chamber of Commerce, President*

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Jason Hannah, *Hannah Service Center, Owner*  
Carla Byrnes, *B & B Yacht Designs, Owner*  
Wayne Brackin, *Tideland EMC, Job Training and Safety Director*

### Wayne County

Bonnie Carlton, *KAN SEEK, Owner*  
Steve Hicks, *Wayne County Chamber of Commerce, President*

### Vision

Our vision for the eastern counties of North Carolina is a highly skilled workforce with an educational attainment level that meets the needs of the 21<sup>st</sup> Century workplace, so that local firms can compete in a technologically advanced global economy.

### Mission

Our mission is to ensure that our workforce development system is customer focused, demand-driven and accountable in preparing our current and future workforce to meet the changing needs of a highly-competitive global economy.

### Value Added

We add economic value to our communities by ensuring that quality education, job training, and employment opportunities are available for job/training seekers and employers alike, thereby improving the quality of life for our citizens throughout eastern North Carolina.

### Key Strategies

- Engage business and community leaders in addressing workforce issues and promote strategies to improve education levels & basic workplace skills.
- Strengthen alliances with economic development to identify and address the workforce needs of current and future industries.
- Implement a community awareness plan that promotes the WDB, JobLink Career Centers, and partner services.
- Identify and implement effective employment and training strategies that result in employment opportunities for all citizens.



## A Message from the Chairman



Don T. Harris,  
Board Chairman

Recently the North Carolina Commission on Workforce Development announced a regional collaboration grant opportunity for local workforce boards. A maximum of ten competitive grants for \$55,000 each will be awarded to encourage local boards to develop formal processes for regional collaboration and/or to formalize existing partnerships.

With the Vision East partnership already established, this is an opportunity to strengthen this partnership and further our strategic goals. The Vision East Workforce Boards have come together for strategic planning for the past three years, and the results show progress is being made in working together to create shared policies, partnering on special projects, joining efforts with economic development, and promoting the Career Readiness Certificate initiative, just to name a few. For the purpose of this grant, our board partnered with the Region Q Workforce Development Board and Turning Point Workforce Development Board who are also included in North Carolina's Eastern Economic Development Region.

As your Board Chair, I look forward to announcing to you in the near future, the status of our application, as we continue to join efforts and make progress in leveraging resources to meet the workforce development needs of our job-seekers and employers.

Sincerely,

Don T. Harris

## The American's Creed



"I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies."

*Note: William Tyler Page, Clerk of the U.S. House of Representatives, wrote "The American's Creed" in 1917. It was accepted by the House on behalf of the American people on April 3, 1918.*

# What Are the Expected Vacancies and Skills Needed for Eastern North Carolina's Businesses?

## And the Survey Says....

The Eastern Carolina Workforce Development Board, Inc. in partnership with the Labor Market Information Occupational Research Unit of the Employment Security Commission of North Carolina recently conducted a survey sent to 639 employers in North Carolina's Eastern Region. This survey was designed to report job vacancies and characteristics of job applicants and hiring activities to determine employers' current and future needs in the workforce.

For each occupation and/or vacant position designed by employers, the survey collected information on:

- What vacant positions need to be filled immediately?
- Which industries and occupations had the most vacancies?
- What are the educational requirements and experience needed (i.e. licensing and/or certifications)?
- What is the average pay employers are offering to fill these vacancies?
- What skills are needed to staff these positions?
- What are the concerns that employers have finding qualified applicants?

*The Expected Vacancy and Skills Needed Survey* is the first of its kind for this area. The results of this survey can assist businesses, colleges, students and job seekers to identify which jobs are immediately available, as well as what skills are desired by employers. This analysis can also assist educators, workforce and economic development professionals by reporting the expected labor shortages, deficiencies in the current applicant pool, and how businesses respond in meeting their needs for a trained workforce.

By reporting these results, workforce and economic development professionals can assist employers in developing effective and strategic modules

that can help businesses remain competitive by enhancing the skills of employees. The findings from this study provide valuable insight on how to better recruit, develop or retain qualified personnel for both current and future hiring needs.

**Area included in the study:**  
**North Carolina's Eastern Region Counties:** Carteret, Craven, Duplin, Edgecombe, Green, Jones, Lenoir, Nash, Onslow, Pamlico, Pitt, Wayne, Wilson

**Survey Information:** The mail survey was distributed to a sample of 639 private sector employers in the area. Of these firms, 19 surveys were returned with no forwarding address and 11 firms were out of business. These were dropped from the sample.

- Total response rate from firms receiving a questionnaire was 61 percent.
- A total of 220 employers listed 2,600 vacancies.
- Immediate jobs available (at time of survey): 782
- Future job openings anticipated: 1,818

**Education Requirements:** Of the vacancies for which employers reported educational requirements, 55 percent required a high school diploma and earned an average of \$12.64 per hour. Sixteen percent of the openings required a college education with earnings averaging \$23.02 per hour. Seven percent of vacancies required specific job-related training, certification and licenses. Approximately 21 percent of vacancies reported educational requirements as "unspecified."

**Experience Requirements:** Fifteen percent of vacancies needed at least one year experience. Fifty-two percent of vacancies that did not report experience requirements (unspecified) were production occupations.

**Industries with the Most Vacancies:** Electrical Equipment and Appliance industries reported 588 vacancies, followed by Merchant Wholesalers with 387, and Professional and Technical Services, 270.

**Occupations with the Most Vacancies:** Thirty-two percent of vacancies were in production occupations; of those, 249 of those vacancies were classified as "assemblers."

**Average Wage Offered:** Area-wide average wages offered for openings was \$15.35 per hour. Six percent of vacant positions offered \$25.00 or more, while 39 percent offered wages between \$10.00 to 14.99 per hour. Electrical Equipment industries offered the highest average pay of \$19.43 per hour. Couriers and Messengers offered the lowest average pay of \$9.93 per hour.

**Applicant Skill Deficiencies:** Employers most frequently cited applicants' poor working habits, lack of critical thinking, unrealistic expectations, and inexperience in supervisory and managerial skills as top concerns in filling vacant positions.

In conclusion, the survey results provide a "profile" of the kinds of occupations that are unfilled and the desired characteristics many employers are looking for in their candidates.

These include critical thinking and problem solving, good working habits, and a positive attitude toward work.

Traditionally, critical thinking and problem solving are skills that trainers consider high-end skills, meaning these are developed after one has accomplished basic competency. However, employers are telling us

## Expected Vacancies and Skills Needed Survey Results Continued

(attendance, being prepared to work, the fluidity of jobs on the job site, awareness of safety, listening and communication skills). These skills are sometimes referred to as “soft skills.” Soft skills are much harder to convey to individuals because they do not directly involve the work process. However, without those skills employees are not able to engage with the work environment in a safe and productive manner.

A positive work attitude is also a soft skill and encourages a flexible agreement between the employer and the employee. This flexibility allows em-

ployers and staff to adapt to the competitive environment found between employers.

Developing an effective workforce that meets employers' needs will entail bringing together businesses, workforce boards, career centers, educational and training institutions, human service agencies and community action-based projects. Implementing and developing training programs for life long solutions will help keep youth an active part of the workforce.

Up to this point, employers in high-growth industries have been able to adapt to the changing availability of a

qualified workforce, but this adaptation has been costly for some. Assuming that high growth, high pay industries are desirable, groups and entities that assist employers may be called upon to train businesses to help current and potential workforces adapt to a competitive environment. Whether job vacancies become available due to job growth or turnover, it is important to understand that employers are now demanding a qualified workforce that is diverse, well trained and capable of adapting to change.

Source: ESC, LMI Division

### Where are the jobs? How much do they pay?

Employers in Craven County reported the most job openings.

Within the region, Physicians were offered the highest average wage (\$52.88 per hour).

Table 3

County	Vacancies	Percent Share of Vacancies	Average Wages Offered
Carteret	194	7.5	\$11.70
Craven	535	20.6	13.57
Duplin	21	0.8	13.45
Edgecombe	79	3.0	11.65
Greene	23	0.9	15.53
Jones	2	0.1	9.50
Lenoir	461	17.7	17.81
Nash	459	17.7	15.24
Onslow	130	5.0	12.81
Pamlico	10	0.4	11.84
Pitt	227	8.7	14.82
Wayne	227	8.7	16.60
Wilson	232	8.9	19.17

### Occupation Vacancy Summary

250 vacancies were classified as **Assemblers**

148 vacancies were classified as **Machine Operators**

100 vacancies were classified as **Wait staff**



# The Lenoir Community College WIA Program is Encouraging Career Readiness Certification

The Lenoir Community College WIA program is encouraging all participants to obtain a Career Readiness Certification (CRC). The Lenoir County JobLink has awarded CRCs to more than 55 WIA participants since the beginning of the initiative. CRC will give LCC's WIA participants an added advantage in their job search as more and more employers recognize and require the certification as a prerequisite for hire and selection. The Career Readiness Certification (CRC) is a

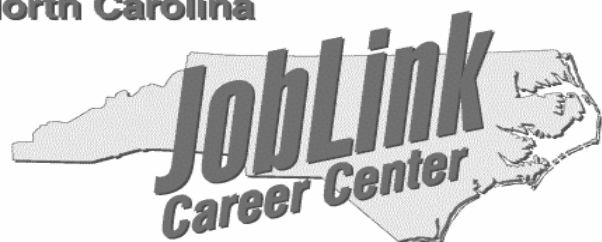
collaborative initiative among NC JobLink Career Center System, the NC Community College System, NC Workforce Development Boards, and the Employment Security Commission to provide assessment and instructional services to individuals needing employability skill development for the purpose of job placement. Participants in the CRC receive a bronze, silver, or gold certificate signed by the Governor of NC. Many employers also recognize this credential on a national

basis so it is a transportable credential. This credential gives employers and career seekers a uniform measure of key workplace skills.

Since the State of NC kicked off this campaign last year, Lenoir County JobLink has remained in the top ten in NC for issuing certifications.

*Submitted by Susan Gale  
Lenoir Community College*

## North Carolina



- ◆ Tax Credit and Hiring Incentive Information
- ◆ Resource for Job-Ready Candidates
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NC's JobLinks are an Equal Opportunity Employer/Program. Auxiliary aids & services are available upon request to individuals with disabilities.

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(Voice) 1-800-735-8262

Visit your local JobLink Career Center today!

### **Carteret County JobLink Career Center**

Hosted by ESC, Morehead City

### **Craven County JobLink Career Center**

Hosted by ESC, New Bern

### **Craven County JobLink Information Site**

Hosted by Craven CC, Havelock

### **Duplin County JobLink Career Center**

Hosted by ESC, Kenansville

### **Greene County JobLink Career Center**

Hosted by LCC, Snow Hill

### **Jones County JobLink Career Center**

Hosted by LCC, Trenton

### **Lenoir County JobLink Career Center**

Hosted by LCC, Kinston

### **Lenoir County JobLink Information Site**

Hosted by ESC, Kinston

### **Onslow County JobLink Career Center**

Hosted by ESC, Jacksonville

### **Onslow County JobLink Information Site**

Hosted by Coastal CCC, Jacksonville

### **Pamlico County JobLink Career Center**

Hosted by PCC, Bayboro

### **Wayne County JobLink Career Center**

Hosted by ESC, Goldsboro

### **Wayne County JobLink Career Center**

Hosted by ESC, Mount Olive

### **Wayne County JobLink Information Site**

Hosted by Seymour Johnson Air Force Base  
Family Readiness Center

## Education Empowers

### Learn and Earn proves to be the right path for Workforce Investment Act Participant Tina Kennedy

When National Spinning closed its Warsaw plant a couple of years ago, Tina Kennedy was laid off. She had been working for the company for 17 years, nearly half her life. At the age of 37, she was given the option of working for National Spinning's Beulaville plant, where she had worked 15 of those 17 years, or trying something new.

She chose something new. "I was nervous because I had been doing the same thing forever, but I was glad to get out of there," she said. "I like learning new things every day and have always wanted to go back to school but never had the opportunity."

A wife and mother of three, Kennedy enrolled in Coastal Carolina Community College's electronic servicing technology program. She chose electronic servicing by ruling out what she didn't want to do, which was to continue being a maintenance technician and machine repairer. "I was tired of all the heavy lifting," Kennedy said.

"That's why I went into the electronics field. What I do now is a whole lot easier physically than what I used to do." In addition to taking classes at Coastal this past spring, Kennedy also worked 40 hours a week in a coop program between the community college and Fleet Readiness Center East at Cherry Point. She plans to graduate in December with an associate in applied science degree and start a two-year apprenticeship with FRC.

The companies that hire electronics technicians are many and varied: It's no longer just about the corner TV repair shop, although that's how a lot of people got into it. Every traffic light is run by a micro processor. All of the display equipment in the ICU of a hospital is run with electronic displays maintained by specialized electronic technicians. When bands go on tour, they take electronic technicians with them. FRC East is one of the

largest employers of electronics technicians in the area.

Kennedy's starting hourly salary in the coop at FRC was higher than what she had been earning after 17 years in the spinning industry. As an electrician/helper for the CH-53, she runs, splices, terminates and repairs wires, and she does a lot of troubleshooting. Kennedy is one of eight students and graduates of Coastal's electronic servicing program who currently helps maintain Harriers and helicopters at FRC.

Students must complete 30 semester hours before entering the coop. They are then assigned to work with mechanics in fields closely related to their educational objectives. FRC has more than 20 different positions, including aircraft electrician, electronics mechanic, machinist, painter and welder. Coastal's graduates work on helicopters and on plant production equipment maintenance.

Dwayne Oglesby, coop program administrator for FRC East, said the program follows a formal training plan. "We won't bring someone in unless we have a position that the individual can fill permanently after earning an associate's degree," he said. In the past year, FRC brought in 24 co-op students from eight community colleges. One might think that because FRC, with nearly 4,000 employees, is the largest industrial employer east of Interstate 95 that it would be easy to find employment there, but it's not. FRC jobs are highly sought after because of their competitive salary and benefits package. It's difficult for local folks to get a job there unless they are prior military, a government worker or disabled. Or have successfully completed the coop program. More than 90 percent of those who are in the co-op are retained for an apprenticeship program or are hired as workers. The coop program offers a win win situation for the students and their employer.

Students get on-the-job training

while FRC has first choice on a pool of highly qualified candidates for possible permanent federal employment. Kennedy said that what she doesn't learn from instructor Ron Garten at Coastal she learns on the job. "Ron is teaching me the basics," she said. Then she applies what she learns to her job. As part of their training, Garten prepares the students to take the national A plus certification exam for entry level computer technicians and national Electronic Technicians Association exam for certified electronic technicians.

Tina is a WIA participant enrolled in the Dislocated Worker Program through James Sprunt Community College.

Source: Kirsten Holmsted, [jdnews.com](http://jdnews.com)

### *Mission of WIA*

*"...increase the employment, retention, and earnings of participants, and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation."*

## Study Skills Training Proves to be Successful

### Greene Lamp, Inc. and Lenoir Community College Pilot Accelerated GED Class for WIA Youth Participants

Greene Lamp, Inc. (Joy Williams and staff) and Lenoir Community College (Judy Hill ABE/GED Coordinator) teamed up to offer WIA Youth program participants an opportunity to improve their Study Skills, accelerate GED testing, and meet their Basic Skills or Literacy/Numeracy goals. LCC provided the instructor and Greene Lamp WIA funds were used for two tutors for the 33 hours of training.

The seven youth attending from Craven, Greene, Duplin and Onslow counties were exposed to different methods of learning and to keep them alert they were even moved outside to a table under a tree for a time. One youth completed a GED test during the class; others have been scheduled for tests; and still others improved several grade levels and met Literacy/Numeracy goals.

Feedback from the youth was

very positive giving overall effectiveness and effectiveness of instructors and tutors the highest rating possible. Surprising to all of us was that the students thought the class should be extended. Because of the positive responses and meeting our goals, we would like to have another class this program year.

Submitted by Joy Williams  
Greene Lamp, Inc.



## Fifteen Greene Lamp Youth Participants Complete GED or Adult High School

On June 28, 2007, Greene Lamp, Inc. WIA Out-of-School Youth Program held an awards ceremony to recognize accomplishments for the program year. Fifteen youth completed GED or Adult High School Diploma. Three completed credentials. Five were recognized as Participant of the Year in their respective counties. 45 participated in Leadership activities. 40 Completed Civic Education Leadership Project.

**Congratulations!!!**

Source: Joy Williams,  
Greene Lamp, Inc.



**Get Involved.**



**Education Matters!**

## Make a Difference in Eastern Carolina's Youth!

- Volunteer to be a Mentor.
- Participate in your local High School's Job Shadowing Program.
- Encourage your Business to become a Work Experience Site.
- Join the Eastern Carolina Youth Council!

For more information, contact Joe McCarthy at 252-636-6901 or email him at [mccarthy@ecwdb.org](mailto:mccarthy@ecwdb.org).



# State Board of Education Approves New High School Graduation Requirements

## Will North Carolina's Students Be Future-Ready?

After many months of discussion, the North Carolina State Board of Education has approved a Future-Ready Core Course of Study that will prepare all students for careers and college learning in the 21st century. Board members unanimously approved the new high school graduation requirements, effective with the ninth grade class of 2009-10.

"The Future-Ready Core will help ensure that students graduate with the academic foundation they need for success in the global economy," State Board of Education Chairman Howard Lee said. "The Core gives students the ability to tailor course concentrations to fit their interests and goals – including opportunities for college-level work – while building a strong academic foundation."

The policy approved includes ample elective units for students to customize their high school learning experience to match their plans for the future. "We look forward to working with local school districts and schools on implementing the Core. In particular, we know that schools will need to provide careful guidance to students as they choose electives," said State Superintendent June Atkinson. "Students need to begin thinking about their long-term

goals and dreams early on, and schools should be prepared to support them." All totaled, students will be required to earn a minimum of 21 units of credit.

Prior to the approval of the Core, Board members presented a framework to constituents statewide and held regional public meetings to gather citizen and educator feedback and ideas. The approved Core requirements reflect many of the ideas expressed during those meetings and by others through correspondence and in other ways. The changes represent an increase in the level of mathematics proficiency for many students as well as a one-unit increase in the total number of units required under state standards.

The Occupational Course of Study will continue to be available for those students with disabilities who are specifically identified for this program. There are no changes to the Occupational Course of Study.

In addition to the Future-Ready Core, students will continue to be required to successfully complete a graduation project and to score proficient on the end-of-course assessments in Algebra I, Biology, English I, Civics and Economics and US History. Local school districts have the option of adding other requirements for graduation as well.

In approving the new standards, the State Board of Education stressed its desire that local school districts be given the flexibility to create curricula pathways that are innovative and rigorous. Students should be encouraged to take advantage of college level courses while in high school, including Learn and Earn programs through the community college or university dual enrollment offerings.

The Board's Globally Competitive Students committee charged the Department of Public Instruction with carrying out four activities to support the new standards: provide additional support to guidance counselors to help them guide students in making elective selections and take advantage of opportunities to obtain up to two years of college including an associate's degree; provide additional professional development and course development in mathematics; consider ways to incorporate second language instruction in the K-8 grades along with a language proficiency test; and to continue to collect information about arts education in the schools to ensure that arts education continues to be widely available to all students.

For more information, please contact the NCDPI at 919.807.3450.

Source: [ncpublicschools.org](http://ncpublicschools.org)

The following units will be required for graduation under the Future-Ready Core:	Subjects
4 Mathematics Units	<ul style="list-style-type: none"> <li>Algebra I, Geometry, Algebra II <b>OR</b></li> <li>Integrated Math I, II, III</li> <li>4th Math Course to be aligned with the student's post high school plans</li> </ul> <p>(At the request of a parent and with counseling provided by the school, a student will be able to opt out of this math sequence. He/she would be required to pass Algebra I and Geometry or Integrated Math I and II and two other application-based math courses.)</p>
4 English Units	
3 Social Studies Units	<ul style="list-style-type: none"> <li>World History</li> <li>US History</li> <li>Civics and Economics</li> </ul>
3 Science Units	<ul style="list-style-type: none"> <li>Biology</li> <li>An earth/environmental science</li> <li>A physical science</li> </ul>
1 Health and Physical Education Unit	
6 Elective Units	Two electives must be any combination of Career Technical Education, Arts Education or Second Language
4 Unit Concentration	As part of this core, the State Board of Education strongly recommends that local superintendents assist students in developing a four-course concentration focused on student interests and postsecondary goals. The concentration would provide an opportunity for the student to participate in a rigorous, in-depth and linked study. The concentration would not limit a student's access to opportunities provided through community college concurrent enrollment, Learn and Earn early college, Huskins or university dual enrollment. Local superintendents or their designees would approve student concentrations.

# North Carolina Incumbent Workforce Development Program Ensures That Today's Workers Can Meet Tomorrow's Challenges

715 incumbent workers participate in employer sponsored training program

As eastern North Carolina's businesses and industries continue to compete in a global economy, their workforce must keep pace by learning new methods of production efficiency and safety, and taking advantage of opportunities that come with technological advances.

To stay competitive and profitable, and to provide good employment opportunities in the region, companies must ensure that they have access to a constant stream of workers with the right mix of skills and interests, and the workers have the ability to "learn to learn." Alvin Toffler, author of *Future Shock*, states that literacy in the 21st century will be measured by whether a person can learn to learn, learn to unlearn, and learn to relearn.

The workforce development system's unique role is to align the skills of both the current and future workforce with the needs of business and industry. As change and restructuring in companies, occupations, and industries becomes more commonplace, all levels of workers need ongoing training and learning opportunities to ensure they have the skills and experience to remain employable throughout their lifetime.

Through North Carolina's Incumbent Worker program, established North Carolina businesses are provided funding to train current workers in new and/or upgraded skills, which are necessary to maintain or increase their competitiveness in the global economy.

North Carolina's Incumbent Workforce Development Program is cooperatively administered by the North Carolina Commission on Workforce Development, the Division of Employment and Training, and the State's 24 Local Workforce Development Boards.

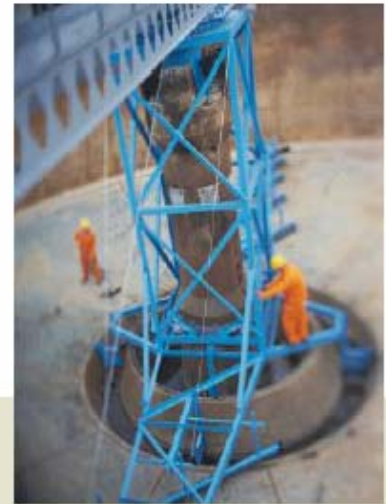
North Carolina's Incumbent Workforce Development Program under the federal Workforce Investment Act broadens the scope of the state's existing incumbent worker initiative.

The Program provides funding to established North Carolina businesses to provide educational and skills training for current workers. It is designed to benefit businesses by enhancing the skills of employees, thereby increasing employee productivity and the potential for company growth. Training in portable skills results in a more highly skilled and versatile workforce that contributes to North Carolina's ability to attract new business and creates an environment conducive to expansion.

From July 1, 2006 thru June 30, 2007, the ECWDB assisted 12 local employers with a total of \$355,781 in Incumbent Worker grants through the North Carolina Commission on Workforce Development. A total of 715 employees participated in the Incumbent Worker Program.

The Eastern Carolina Workforce Development Board, Inc. is responsible for administration, oversight, reporting, and monitoring of local Incumbent Workforce Programs. For more information on how interested businesses can apply for Incumbent Worker Program funding, please contact Bob Kehres at 252-636-6901.

Source: ECWDB



## Program Guidelines

Maximum funding for any training project is \$37,500. A business may apply for more than one grant as long as the total for all grants in a program year (July 1 through June 30) does not exceed \$37,500. This amount includes grants the business and any of its subsidiaries receive from one of 24 local workforce development boards located around the state. There is a lifetime maximum of \$50,000 per business entity.

The Incumbent Worker Training grant application and guidelines are available at [www.nccommerce.com/workforce/](http://www.nccommerce.com/workforce/)

**OUR MILITARY MEANS  
BUSINESS  
FOR YOUR BUSINESS.**



**GET CONNECTED AT  
MatchForce.org**

## **North Carolina Military Business Center**

We're connecting North Carolina businesses  
with federal opportunities and resources every day.

### **MatchForce.org**

FREE: official website of the State of North Carolina

MatchForce.org connects:

- NC businesses to government contracts and subcontracting opportunities and offers free employment postings.
- Government Buyer and prime contractors to NC suppliers with a dynamic market research tool.
- Military and other job seekers to employment opportunities across the state.

### **Business Development**

- Our team of experienced business development specialists across the state:
- Identify federal prime, sub-contractor and teaming opportunities
- Contact businesses to compete
- Assist businesses with proposals to win government business

Contact us toll free at (877) 245-5520 or visit [www.ncmbc.us](http://www.ncmbc.us)

## **Come to the Kickoff Meeting of the North Carolina Consortium for Entrepreneurship Education**

*A collaborative convened by the N.C. Department of Public Instruction, the N.C. Community College System,  
the University of North Carolina System, and the N.C. Independent Colleges and Universities  
(This consortium was announced at the 2007 N.C. Entrepreneurship Summit in Raleigh, NC)*

*Other members include NC REAL Enterprises, 4-H, and the N.C. Rural Center.*

*At the meeting you will hear from education leaders about what North Carolina  
is doing to assist with entrepreneurship education, as well as hear from youth entrepreneurs.*

- Enjoy lunch in discussion roundtables by topic

**When: September 28, 2007; 10 AM to 2 PM**

**Where: Elon University; Elon, NC**

**Registration Fee: \$25 includes lunch**

*\*Interested new members may be enrolled at this meeting*

For more information please contact Barry Ryan at the North Carolina Rural Center

[Barry@ncruralcenter.org](mailto:Barry@ncruralcenter.org) or 919-250-4314

### **ECWDB Staff:**

Tammy Childers, Executive Director  
Robert Kehres, Assistant Director  
Lisa Harvey, WIA Coordinator  
Trina Hale, Accounting Technician  
Joe McCarthy, Youth Coordinator  
Pat Moss, Administrative Assistant  
Debbie Simpkins, Fiscal Monitor

### **Communicate with Us!**

1341 South Glenburnie Road  
New Bern, NC 28562  
Telephone: (252) 636-6901 or (877) 916-6901  
Fax: (252) 638-3569

### **MARK YOUR CALENDARS:**

**JobLink Committee Meeting**  
at the ECWDB offices in New Bern  
August 9, 2007, 6:00 pm

**Adult/Dislocated Worker  
Service Provider Meeting**  
at the ECWDB offices in New Bern  
August 9, 2007, 10:00 am

**Customer Service Training  
(Workforce Development  
Training Center)**  
at the ECWDB offices in New Bern  
August 14, 2007, 9:00 am-4:00 pm

**WIA Oversight Committee Meeting**  
at the ECWDB offices in New Bern  
August 16, 2007, 6:00 pm

**Executive Committee Meeting**  
at the ECWDB offices in New Bern  
August 23, 2007, 6:00 pm

**WDB/Consortium Meeting**  
at the ECWDB offices in New Bern  
September 6, 2007, 6:00 pm



### **Thank You...**

*I can't shake every hand.  
I can't put flowers on every grave.  
I can't console every family member.  
But I can say thank you.*

*You have given me the freedom I enjoy today.  
Your blood was shed in place of mine.  
Your family grieved so mine could rejoice.  
All I can say is thank you.*

*There are not words big enough.  
There is not a hug strong enough.  
There is not a smile wide enough.  
All I can offer is thank you.*

*You are my hero.  
You are in my thoughts.  
You are in my prayers.  
For all you've done, thank you.*

~ Lily Michaels