

**Maximizing Post-secondary
Opportunities for Secondary
Students through
Articulated & Dual Pathway
Credit**



PICK UP YOUR PACE!

Taneka Williams

Career Pathways Coordinator, Cumberland County Schools

PACE
PATHWAY ARTICULATION CREDIT EARNED

WHAT IS ARTICULATED CREDIT?

- Articulated Course Credit: credits students can earn while they are in high school that count toward community college coursework/degree completion
- Articulated Course Credit offers a seamless transition from secondary to post-secondary studies by connecting high school and community college coursework without compromising rigor
- Articulated Course Credit benefits the students by minimizing the duplication of efforts thereby saving the student time and money while pursuing post-secondary endeavors



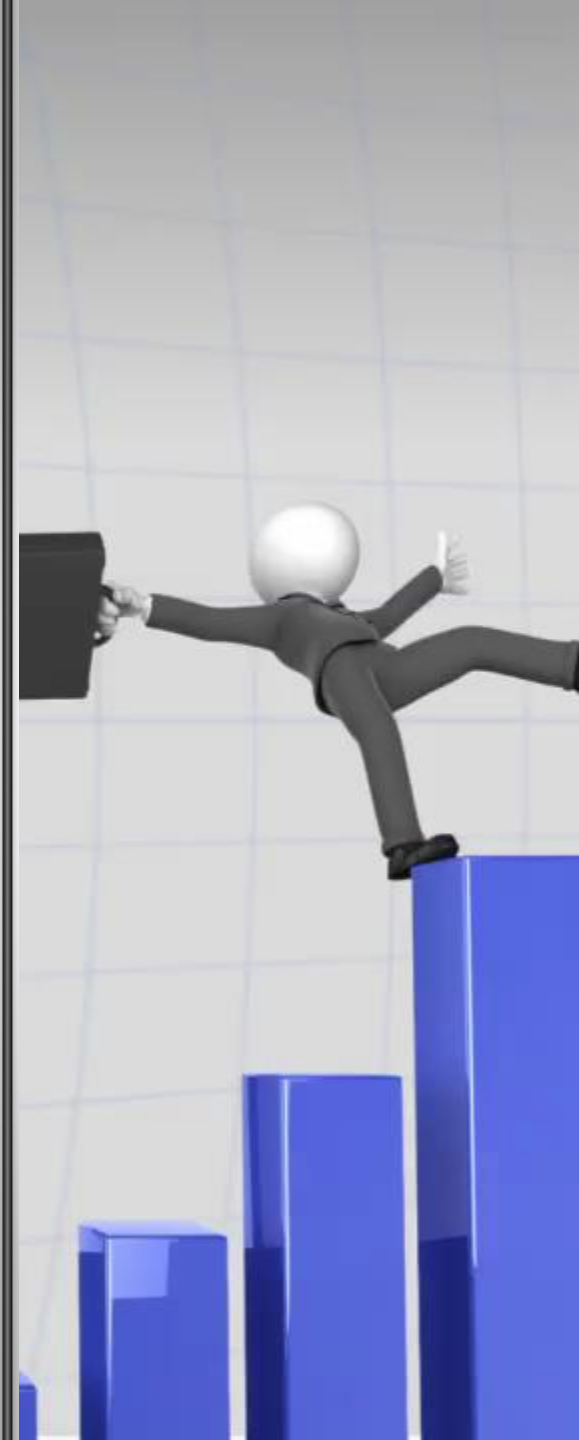
WHY ARTICULATED CREDIT?

Students typically drop out of college or do not finish their education due to:

1. Financial hardships
2. Lack of secondary preparation
3. Selecting a major or program of study that is not a good fit for them personally

Articulated credit can:

1. Save time and money
2. Prepare students for college rigor
3. Earlier student engagement to vet interests





WHAT DOES IT LOOK LIKE?

- <https://www.faytechcc.edu/academics/engineering-applied-technology-programs/collision-repair-refinishing-technology/#videobox>
- Cumberland County Schools (CCS), in partnership with Fayetteville Technical Community College (FTCC) and local Workforce Development, built a Collision Repair and Refinishing Technology Pathway under the umbrella of Transportation, Distribution, and Logistics due to local workforce demands
- High School students at Westover High School are able to complete coursework at the local high school that lead to I-CAR industry recognized credentials
- If a student earns a final grade of B or higher in the pathway courses, earns the I-CAR credentials within the courses, and enrolls at FTCC within two years after high school graduation, the student does not have to repeat those aligned courses embedded into the community college program

WHAT DOES IT LOOK LIKE IN ACTION?



High School Course	High School Credit	Community College Course	Community College Credit
Introduction to Collision Repair AND I-CAR Intro Series Certificate	1 High School Credit	Introduction to Transportation	2 Community College Credits toward the 12 credit hour certificate (Dual Program) or the 66 credit hour Associates in Applied Science
Collision Repair I AND I-CAR Non-Structural Pro Level I Certification	1 High School Credit	Non-Structural Damage I	3 Community College Credits toward the 12 credit hour certificate (Dual Program) or the 66 credit hour Associates in Applied Science

HOW DO WE MAKE IT HAPPEN?

Let's Review Each Phase!

Phase 1



Identify workforce needs in your local Community by engaging stakeholders

Phase 2



Inventory high school CTE program offerings
Inventory community college program offerings

Phase 3



Collaborate with subject matter experts at the high school and community college levels
Develop Curriculum Teams and determine priorities (competencies, methodologies, measures, student outcomes, etc.)

Phase 4



The first time may not be comprehensive!
Work on one program at a time!



RESOURCES TO GET ME STARTED

Competency Measures (Working Document)

Written Agreement (High School & Community College Document)

Processes for Student Evaluation & Placement (Document)



BEST PRACTICES



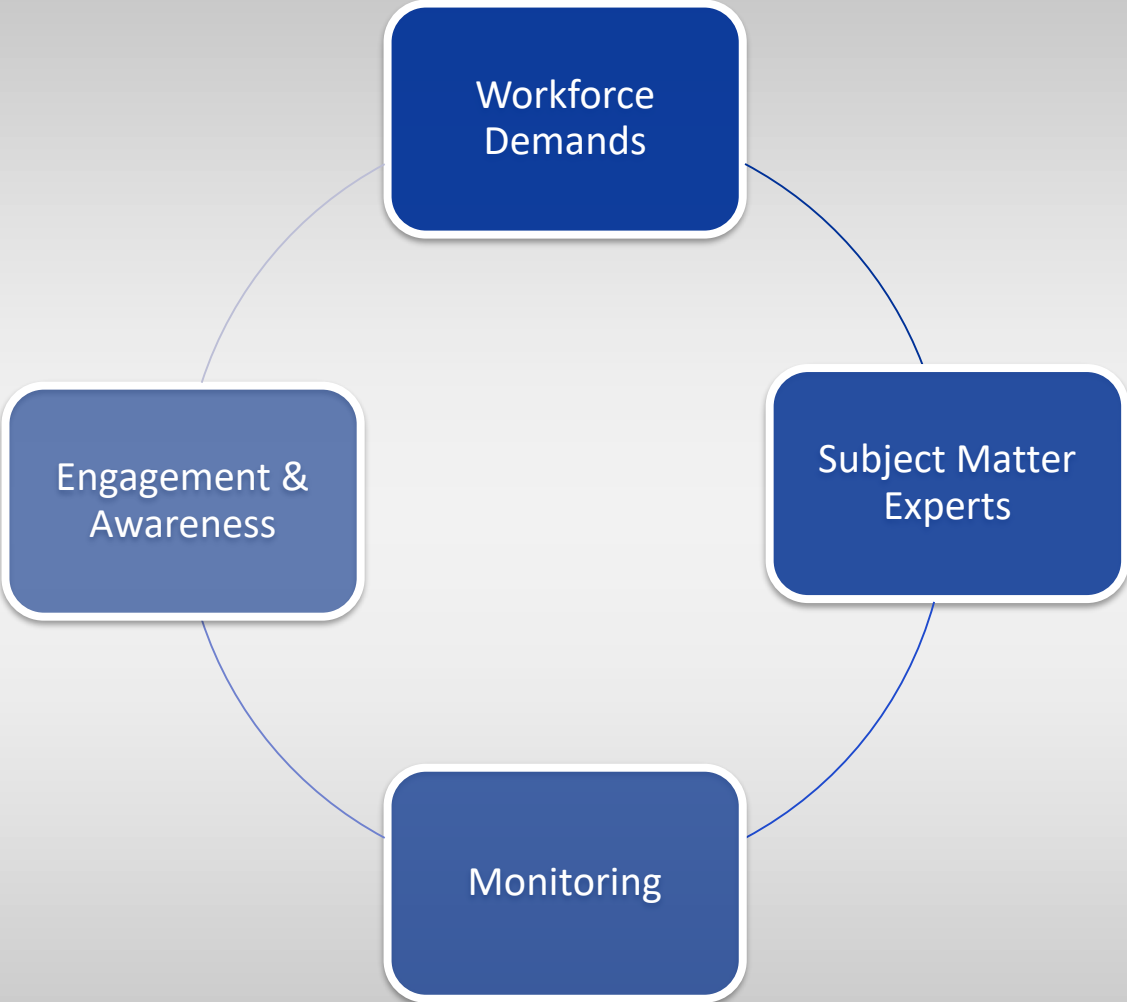
- Monitoring for curriculum changes
- Tracking student outcomes
- Program events for stakeholders to keep/build interest



- Marketing & Awareness



A STEADY CYCLE



QUESTIONS/DISCUSSION



Taneka Williams

Career Pathways Coordinator

Cumberland County Schools

P.O. Box 2357

Fayetteville, NC 28302

910-678-2416

tanekawilliams@ccs.k12.nc.us