



Insights and Lessons from the North Carolina Career Accelerator Program: *A Community of Practice Perspective*

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Sponsoring Organizations

North Carolina Department of Public Instruction (NCDPI)

Since 2020, NCDPI has supported public schools in implementing and evaluating various ESSER-funded projects to address academic and other engagement issues resulting from the pandemic. The North Carolina Department of Public Instruction (NCDPI), through its Office of Learning Recovery & Acceleration, spearheaded the development and implementation of the North Carolina Career Accelerator Program (NCCAP).

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Introduction

Project Overview

The North Carolina Career Accelerator Program (NCCAP) Community of Practice (CoP) was designed to foster collaboration, address challenges, and showcase promising practices in summer career and technical education programs. Federal funding for NCCAP enabled the development and implementation of workforce-aligned summer programs for middle and high school students, particularly those identified as “at-risk” or disproportionately impacted by the COVID-19 pandemic.

During the pandemic, as public school units (PSUs) shifted to online or hybrid instruction focused on core academic subjects, many students missed the opportunity to engage in school-sponsored career-oriented activities. Since the summer of 2022, PSUs have utilized federal ESSER funds, administered through the North Carolina Department of Public Instruction (NCDPI), to launch summer career accelerator program camps. These camps offer students hands-on, work-based learning experiences in fields such as healthcare, public safety, design/engineering, and manufacturing.

The NCCAP CoP was formed in February 2023 with initial PSUs including five districts (Asheboro City Schools, Cabarrus County Schools, Iredell-Statesville Schools, Lexington City Schools, and Lincoln County Schools) and one charter school (East Voyager Academy). It expanded in June 2023 to include Cleveland County Schools, Gaston County Schools, Guilford County Schools, and Stanly County Schools. The CoP was facilitated the Region 6 Comprehensive Center (RC6) in collaboration with the North Carolina Department of Public Instruction (NCDPI).

Project Administration, Evaluation, and Facilitation Support

NCDPI has provided PSUs with technical assistance and evaluation support for ESSER-funded projects, including NCCAP, to address pandemic-related academic and engagement challenges. In the fall of 2021, NCDPI’s Office of Learning Recovery & Acceleration selected SERVE to evaluate the NCCAP program to explore and document early implementation successes, challenges, and promising practices to inform future implementation efforts. This evaluation focused on six PSUs in central and southwestern North Carolina that were implementing summer camps in 2022. One key finding from the [evaluation](#) was that staff involved in NCCAP implementation desired more opportunities for cross-PSU collaboration to discuss challenges and share best practices.

Responding to this emerging need, SERVE and NCDPI leveraged the facilitation expertise of the RC6 team to support the implementation of the project’s CoP. The CoP brought together key staff from local career accelerator programs, including those from the original six study PSUs, as well as additional PSUs. It also included members of the SERVE evaluation team and NCDPI staff from The Office of Learning Recovery & Acceleration.

Document Purpose

This report aims to share lessons learned, recommendations, and resources from the collaborative efforts of those involved in the CoP. It is organized by topics and themes identified by the project participants and discussed during CoP meetings. Each section summarizes participants' implementation practices, followed by "District Spotlights" that highlight local-level implementation stories from career accelerator programs identified through NCDPI site visits. Rather than offering direct guidance and solutions, the "District Spotlights" serve as a reflective guide to showcase the diverse experiences and approaches taken by PSUs in developing high-quality summer career accelerator programs.

The report also outlines critical needs for sustaining the implementation of summer career accelerator programs beyond federal ESSER funding as identified by the participating PSUs. Lastly, the report includes an appendix of [selected resources](#) by topic to assist other PSUs across the state and country in implementing career-focused summer programming.

Topic 1: Credential Opportunities

Implementation Overview

Participating PSUs were interested in providing industry-recognized credential opportunities to students. In the first summer NCCAP was offered, many PSUs focused on identifying and offering credential opportunities, especially to students who missed out on these opportunities during the height of the pandemic when programs were suspended or credential opportunities with in-person components could not be offered.

Providing students with opportunities to earn credentials during the summer remained a key goal for participating district leaders, as reflected in numerous discussions throughout the CoP. Several PSUs created summer camps focused on students earning 1-2 specific credentials. Other districts embedded shorter credential opportunities, such as "[Stop the Bleed](#)", within their pre-existing camp experiences. Most commonly, the credential opportunities provided by NCCAP either focused on enhancing students' career readiness in specific industries or helped them develop general employability skills. During summer 2022, 472 unique students earned 1,131 credentials. Students participating in 2022 NCCAP-funded programs earned the most credentials in: [Conover credentials](#); [Stop the Bleed](#) certification through the American College of Surgeons; National Center for Construction Education and Research (NCCER) [Core: Introduction to Basic Construction Skills](#); 10-hour [OSHA certification](#), and [ANSI Food Handler Certification](#). During summer 2023, 1,868 unique students earned 2,186 credentials representing a 93% increase in credentials and a 295% increase in unique students earning credentials.

One of the ongoing challenges identified by the CoP participants was the short duration of many of the summer camps (typically one to two weeks). The short timeframes often limited

the time available for students to complete credential requirements, particularly credentials requiring a significant time commitment. One emerging insight from the CoP was for districts to offer a Credential Bootcamp with a hyper-focus on meeting credential requirements in a short timeframe (e.g., full days devoted to credential training).

District Spotlights

- **Asheboro City Schools** provided a credential opportunity through a summer internship program where students worked at various sites including a local hospital, school district maintenance department, advanced manufacturing facilities, and a daycare facility. Interns earned an [Employability Skills Credential](#) through Randolph Community College (RCC). This credential aimed to provide students with the necessary skills for their future careers including (a) goal setting, (b) understanding work ethics (e.g., communication at work; employer expectations; time management), (c) problem-solving, and (d) team building.
- **Cabarrus County Schools** offered high school students two specialized certification camps. The CPR credential camp, open to rising 9th-12th graders, ran for 4 hours per day, twice a week. The camp provided students with valuable life-saving skills. Additionally, the district offered a comprehensive OSHA certification camp. The OSHA camp was conducted for one-week for seven hours per day. The camp was designed to build upon the previously offered 10-hour OSHA certification and provided students with the opportunity to earn the 30-Hour OSHA credential. The district also incorporated S/P2 credential training into their automotive camp, further diversifying the certification opportunities available to students.
- **Cleveland County Schools** offered both a health science camp and a public safety camp for middle and high school students. The health science camp was implemented in partnership with Gardner-Webb University College of Health Science, Cleveland Community College Health Sciences, and Atrium Health. The camp ran for one-week and enrolled students participated in dozens of simulations, skills competitions, and hands-on activities. 80 students participating in the health science camp received CPR certification credentials through Gardner Webb University. The district partnered with local EMS and the Cleveland Community College [Fire & Rescue](#) and [Basic Law Enforcement Training](#) programs to implement the public safety camp. Enrolled students participated in EMT simulation activities, including water rescues, firefighter training, and law enforcement training. The public safety camp certified 40 students in “[Stop the Bleed](#)” certification through the American College of Surgeons and “[First on Scene](#)” through the National Association of Emergency Medical Technicians.
- **Iredell-Statesville Schools** offered a one-week [Babysitting Certification](#) camp for 11- to 15-year-olds. The camp ran 6-hours per day for 4 days. The camp was so popular among students that all 45 available student spots were filled within 24 hours. The district

partnered with the American Red Cross to lead the virtual training and relied on [RealityWorks “Child Care Experience Kits”](#) to provide hands-on babysitter training modules. Additionally, they partnered with the American Heart Association and the American Red Cross to offer CPR certification credentials. At the end of the week, all enrolled students earned both a babysitter certification credential and a CPR certification credential.

- **Randolph County Schools** offered a four-week Career Camp. Students attended a designated school site from 7:00 AM to 2:45 PM, Monday-Thursday. They received instruction and participated in hands-on career development activities Monday through Wednesday and then traveled to local industry partners, such as Randolph Community College, Pemmco Manufacturing, Randolph Electric, and Technimark, for work-based learning experiences on Thursdays. Through this camp, students earned the following Conover Workplace Readiness Credentials: Attitude, Community Planning and Organizing, Critical Thinking in Personal/Social Skills, Teamwork, Professionalism, and Media Rules. Check out the district’s [NC Promising Practice Clearinghouse Write-Up](#) to learn more.
- **Wayne County Public Schools** offered a construction credential camp for rising 9th-12th graders. In this full-day, 6-week camp, students engaged in project-based learning and split their time between hands-on learning in the field and applying their experiences to academic concepts in the classroom. Students spent the first half of the day constructing a concession/press box for one of the middle school athletic fields. During the second half of the day, students were in a classroom setting applying their field experience to journal entries, math lessons, and credential courses. The camps’ core instruction addressed areas of learning loss due to COVID-19. Students who participated for the duration of the program earned the [OSHA-10 credential](#) and the minimum [Core: Introduction to Basic Construction Skills](#) through the National Center for Construction Education and Research (NCCER).

Topic 2: Paid Internship Opportunities

Implementation Overview

A common challenge career accelerator camps face is the low enrollment of high school students due to their prior commitments to summer jobs or athletics. Through research and dialogue, the CoP participants discovered their colleagues who implemented the “earn and learn” model which included paid internships often had more high school students enrolled in summer career accelerator programs and reported overall programmatic success. As a result, the CoP was interested in learning more about providing and sustaining paid internship opportunities.

During NCCAP implementation, NCDPI guided district and charter leaders in offering paid internship opportunities to students. This included guidance on (a) proper financial coding, (b) reasonable rates to pay students, and (c) the documentation necessary to substantiate the rate and student internship positions. One key element NCDPI identified in establishing paid internship opportunities for summer programming is strong business or industry partners. Oftentimes, these partnerships result in (a) opportunities for the sustainability of the student internship program, (b) fund matching from the business or industry partner, and (c) potential long-term employment opportunities for students.

District Spotlights:

- **Asheboro City Schools** provided rising seniors with summer work internships and the opportunity to earn an Employability Skills credential through Randolph Community College. Through the program, students worked three days a week with local industry partners and attended credential classes one day a week. Students had to complete 120 hours to earn both an internship credit and the credential. The district used ESSER funds to offer students a stipend for their participation. Asheboro City Schools worked closely with industry partners to fund portions of the internship program including snacks for credential days, t-shirts, and a celebratory lunch for parents, students, district representatives, and industry partners. District leaders hope industry partners will take on the expense of student stipends when district funding is no longer available. Though the paid internship program primarily aimed to provide work experience, the district also aspired to align students with their career interests whenever possible. Internship job descriptions were gathered from industry partners, and round-robin interviews were conducted to match students with suitable organizations. An example of a partnership included NCWorks, which paid the students who were part of their program, requiring them to qualify for their programming. The program, inspired by a similar initiative in Tennessee, was a powerful experience for students and industry partners, and we used video to share the internship experience.
- **Halifax County Schools** offered the Lighthouse Solar Energy Camp beginning the summer of 2021. This camp offered 20 high school students the opportunity to earn a tangible credential in the country's first clean energy youth apprenticeship program for solar energy. Students who completed the course earned a Solar Workforce Certificate along with three certifications: [OSHA 10-Construction](#), [Lean Six Sigma Yellow Belt Level](#), and [Working Smart](#). Students took courses Monday through Friday and spent some Saturdays building the solar panels. After students completed the coursework and certifications, the district had a cooperative agreement with several local employers to offer qualifying students 80 hours of paid on-the-job training. Read more about the program in the [NC Promising Practices Clearinghouse Write Up](#) or the [EdNC Article](#) that highlights the program.

- **Lexington City Schools** offered high school students work experience and employability skills development over a nine-week summer internship. Students completed 40 hours of work at their host site. The program started with three days of soft skills training and covered topics such as time management and interviewing. This training was led by an internship coordinator, who also visited students at their workplaces to provide ongoing support. Students received a stipend of \$400 for the required hours, with the flexibility to work extra hours for additional pay. The district used ESSER funds to cover the cost of the student stipends. The district matched student career interests with internship host sites. Host sites for the project included a veterinary practice, fire and police departments, and an advanced manufacturing facility. The internship coordinator conducted host site visits, maintained regular communication, and addressed workplace issues. At the end of the summer, students presented what they learned to their host sites and reflected on their internship experience.

Topic 3: Partnering with Local Agencies and Partners

Implementation Overview

To receive NCCAP funding, PSUs had to identify at least two external partners who would support summer career accelerator programming. All districts participating in the CoP partnered with local businesses and community organizations to support their program's implementation. Districts found it helpful to leverage existing relationships to support these partnerships, but they also used camps as an opportunity to expand existing partnerships or establish new ones. Districts anticipated that these partnerships might lead to future funding and sustainability of summer camps.

District Spotlights:

- Cleveland County Schools hosted a four-day Career Discovery Camp for 20 sixth-grade students. The program used Paxton Patterson Career Discovery Labs to provide immersive, hands-on learning experiences focused on career exploration. This camp was designed to help students identify their career interests while engaging in hands-on activities. In collaboration with KidSenses Museum, the camp offered multiple STEM and career-oriented activities that enhanced the program's overall effectiveness in career exploration and skill development.
- Gaston County Schools collaborated with over 20 local businesses to develop digital content utilized in the camps. Students viewed the business videos and responded to survey questions related to Career and Technical Education (CTE). The collected information will be leveraged in the future to guide internship placements and other opportunities for students.

- **Iredell-Statesville Schools** organized a Career Road Trip designed to expose students and their families to local career opportunities, particularly in advanced manufacturing. The camp aimed to educate participants about quality jobs available in the local community through work site visits to counter the belief that students had to leave the community to find good jobs. Local businesses, such as an international advanced manufacturing company and a regional distribution center for a national home improvement retailer, provided tours of the facilities highlighting the different job roles, tasks, and career paths within each organization. The road trips occurred across four half days where students and parents had the opportunity to visit two sites a day (up to 8 in total). The provision of food would have enabled the district to extend the road trips to full-day excursions, allowing participants to visit multiple work sites within a single day.
- **Lexington City Schools** camp coordinator partnered with a local university to implement the STEM Career Exploration Camp. The collaboration offered students access to professional scientific equipment and provided participants with exposure to cutting-edge STEM resources and expertise.
- **Lincoln County Schools** utilized existing partnerships with local vendors and educational institutions to provide valuable experiences for students. For instance, the Public Safety Camp used established district relationships with the Emergency Medical Technician (EMT) instructor, the 911 Communication Center, and the Sheriff's Office to arrange field trips and guest speakers.

Topic 4: Providing Transportation and Feeding Students

Implementation Overview

Districts highlighted the positive impact transportation and summer meal programs had on increasing student access to NCCAP programs. Securing transportation and food required coordination across several departments within the district.

Districts needed to address transportation both to and from camp, as well as for field trips. To help reduce costs, NCDPI encouraged NCCAP programs to coordinate with other summer programs running at the same location(s). Districts observed that providing reliable transportation significantly boosted student participation.

Districts piggybacked on existing summer food programs or found supplemental funding (e.g., donations) to feed students attending NCCAP camps. For example, one district offered full-day middle school camps, providing breakfast and lunch through their School Food and Nutrition department. In another district, all students received free and reduced-price lunches. A third district covered the cost of meals for every student.

Feeding students posed a unique challenge, as most districts operated under guidelines that prohibited the use of NCCAP grant funding for food. Many NCCAP summer camps could not operate for more than half a day unless lunch was provided. Districts felt that extending the camps to full days would benefit students by allowing additional activities such as field trips, which require significant amounts of time for transportation.

District Spotlights:

- **Asheboro City Schools** coordinated a cross-departmental meeting with the Transportation, Nutrition, HR, and Finance Departments to format the requested paperwork, outline reporting procedures, and determine deadlines for paperwork submissions. Asheboro City Schools found it particularly beneficial to use NCCAP funds to hire the CTE Department Chair to oversee the reporting requirements for transportation, feeding, program survey data, and student daily attendance for all career accelerator camps.
- **Cabarrus County Schools** only provided field trip transportation for NCCAP camps. The district coordinated with its Transportation Department to secure the buses. When classified bus drivers were unavailable, Cabarrus County Schools arranged to secure smaller buses that could be driven by someone with a standard driver's license to avoid canceling the field trips. Most camps were offered at the home schools of the teachers running the camps. Moving forward the district is exploring moving the camps to more centrally located community facilities (e.g., recreation or town centers) to make them more accessible.
- **Iredell-Statesville Schools** had a partnership between the CTE department and the district's Summer Bridge program to offer transportation to all 125 middle school students attending Summer School and/or the CTE Math Elevation Camp. In addition, the district worked with their Child Nutrition Department to provide all enrolled summer camp students free breakfast and lunch. To make the CTE Math Elevation Camp accessible to more students, the district considered holding the camp in three strategically located sites across the district instead of a central location. Additionally, Iredell-Statesville Schools offered a "STEAM on the GO" summer experience in four different communities over the summer. Students who participated in these mobile programs were unable to participate in the other NCCAP programs due to lack of transportation.

Topic 5: Leadership, Voice, Expertise, and Roles

A prominent theme emerging from the original study and early CoP discussions was the important role classroom teachers played in the success of summer camps. Teachers reported feeling personally rewarded by the opportunity to design and shape students' experiences in

NCCAP camps. District leaders in the CoP also saw classroom teachers as essential contributors to the design and implementation of successful career accelerator summer camps.

Participating district teams engaged in collaborative efforts with classroom instructors to develop and enhance shared resources for NCCAP summer camps. Districts acknowledged that some educators may have limited experience developing career accelerator programs and often co-created content with camp educators. The collaborative approach balanced the need to design effective career-focused programs while also integrating educator voice and expertise, ultimately enhancing the overall quality of the NCCAP summer camp experience for all stakeholders.

Recognizing the value of teachers' firsthand insights, the CoP organized a teacher panel at the 2023 CTE Summer Conference focused on centering teacher leadership, voice, expertise, and roles in summer camp programming. The panel aimed to share teachers' experiences and offer suggestions on leveraging teacher expertise and leadership in future camp planning and implementation. A link to the conference presentation is included in the [Appendix](#). Teacher panelists offered several valuable suggestions:

- Proactively engage with the individual coordinating the career accelerator programs early to inquire about camp themes, teacher interests, and opportunities to contribute to the planning and decision-making process for NCCAP summer camps.
- Explore career-related topics that align with your interests or passions as part of the NCCAP camp offerings.
- NCCAP Programs are a summer camp, and not taking place in a traditional classroom setting. It's an authentic chance to explore meaningful interests with students in a more flexible learning environment.

District Spotlights:

- **Asheboro City Schools hired two classroom teachers to facilitate their NCCAP summer camps.** Both educators found that their NCCAP experience centered teacher leadership, voice, and expertise. One teacher found that teaching during summer camps provided an opportunity for students to showcase their knowledge, which increased teachers' knowledge. While teachers are often positioned to guide learning and instructions, the camps provided an opportunity to flip this script, where teachers learned from and with a new group of students. Ms. Langdon facilitated the summer camps, including managing data, responding to needs, and taking pictures. She also helped with documenting attendance, ensuring students had lunches, creating surveys for various camps, taking pictures, checking on interns at their local businesses, and collecting data to share with NCDPI.
- **Cleveland County Schools** engaged 38 Career and Technical Education (CTE) staff members to design and led 10 summer camp programs in their areas of expertise. Participating educators often engaged in activities alongside students and reported the

experience was mutually enriching. A prime example is the Culinary Camp, where the district's food and nutrition instructors serve as lead facilitators. This camp, held in the commercial kitchen of the local conference center, provides a unique opportunity for instructors to work collaboratively with students in a professional culinary environment.

- **Cabarrus County Schools** provided a template to solicit potential camp proposals. Interested educators were asked to provide a description of the camp, a budget, partner information, and a proposal for addressing logistical issues (e.g., planning, staffing). This approach assisted teachers with less experience in career accelerator program planning. It also helped streamline communication and decision-making between teachers and district leaders as both groups worked on the document. The proposal document was kept simple to avoid overwhelming teachers but detailed enough to provide necessary information for approval and further planning.
- **Iredell-Statesville Schools** began its summer camp planning by having the CTE Director ask for input from all CTE teachers. Teachers appreciated the district's efforts to streamline camp communication, registration, marketing, hiring, and camp reporting through templates. These streamlined processes allowed teachers to focus on planning engaging camps and minimized time on administrative tasks. Example templates include: [Camp Communication](#), [2023 Camp Template](#), and [the Aviation Camp Planning Documents](#). To ensure that all camps had a career exploration component, the district paired CTE teachers with general education teachers and provided career exploration tools for camps through [MajorClarity](#), [Transfr VR](#), guest speakers, and field trips to local businesses.
- **Lincoln County Schools** leveraged the individual expertise of classroom instructors to design and implement NCCAP summer camps. For example, an interior design and apparel instructor led the sewing and HGTV camps, and a health science and EMT instructor co-led the health science camp. All of the instructors appreciated being able to use program funds to purchase quality materials and provide engaging experiences for participating students.

Topic 6: Coordinating Summer Camps Across the District

Implementation Overview

Districts in the CoP typically operated various summer camps in addition to the CAP camps, with some funded by ESSER or other federal, state, or local sources. Districts developed coordinated plans to create a cohesive summer camp experience for students and families. Most districts shared a continued feeling of competition between summer camps, which they will continue to work through.

Districts had to address several challenges, including ‘ownership’ of the summer camp and resource sharing across camps. For example, staff at one district described how staff at a career camp were unable to design the camp around a desired theme because another camp in the district “owned” the topic. Through shared planning, districts could strategically coordinate various camps. In one district, for example, AIG focused their camps on elementary grades and CTE targeted secondary grades. Another coordinated strategy included releasing all district summer camp communication on the same date. Below we highlight some examples of districts coordinating summer camps across the district.

District Spotlights:

- **Iredell-Statesville** leveraged their District Task Force to broaden their summer camp scope and stagger offerings to allow for supply sharing and to support developmental opportunities. The district agreed that AIG would focus on K-rising 5th grade, and CTE would support rising 6-12 for all 2023 summer camps.
- **East Voyager Academy** coordinated its NCCAP summer career camp with the summer academic bridge program. This coordination allowed students in the academic bridge program to also benefit from the NCCAP summer camp. By combining the programs, a wide variety of students had the opportunity to work together and engage in both academic growth and career-exploration activities.

Critical Needs

Throughout the work of the CoP, district leaders identified several critical needs that must be addressed to ensure the future success of workforce-aligned summer programming. Below we summarize some of the recurring themes that emerged from the CoP. While this report cannot resolve these challenges, it is important to surface these needs to ensure that ways to address these issues are explored in future efforts. District identified critical needs include:

Paying Teachers

- In order for summer camps to be successful, paid opportunities for educators need to be created.
- Teachers need to be adequately compensated when they are asked to take on additional responsibilities beyond teaching at camps, such as camp design, curriculum development, or other administrative or operational duties that extend beyond their teaching roles.

Buy-in

- In order for summer camps to be successful, teachers, district leadership, and the local community need to see value in summer camps and participate in the design, implementation, and improvement of summer camps.

Communication/Marketing

- Districts need to raise awareness about the opportunities that summer camps provide to students, families, and community partners through social media, news outlets, and community events. Effective marketing strategies will help showcase the successes of these programs, attract broader participation, and secure ongoing support from relevant stakeholders.

PreK and Early Childhood Resources & Funding

- Districts are increasingly prioritizing the expansion of career development opportunities to earlier grades as part of a comprehensive PK-14 planning initiative. Although NCCAP summer camps were initially funded for middle and high school students, Public School Units (PSUs) are actively exploring ways to extend similar initiatives to younger students.
- Consequently, all participating PSUs are developing plans to integrate career awareness activities—such as career days, guest speakers, field trips, and literature exposure—into the PK through elementary curriculum. These efforts have fostered collaboration among district and school personnel, including CTE leadership, curriculum leaders, curriculum coaches, school counselors, and classroom teachers. However, PSUs face challenges in creating coherent PK-14 career development plans due to limited funding and guidance.

Sustainability

- To support sustainability of summer camps, adequate funding and effective partnerships are important
- Districts should explore the use of braided funding, which strategically combines multiple funding sources while maintaining compliance with each, as a strategy to continue offering career-focused summer enrichment opportunities in the face of fluctuating funding streams.
- Engage in sustainability planning that includes reflecting on what opportunities were most and least successful to refine future programming, ensure resources are allocated effectively, and build stronger partnerships that can support the continuity and growth of summer camps.

Appendix

Table 1. Selected Resources

Resource	Description
Credentialing	<p>Credentialed Learning</p> <p>Going Beyond the Traditional: Next Gen Credentials and Flexible Learning Pathways (June 2023)</p> <p>Kentucky Students Taking Opportunities for Career Readiness through Youth Apprenticeship Programs (Kentucky Department of Education)</p> <p>NC Industry-Developed Tech Certification Online Curriculums (NCBCE)</p> <p>NCDPI Credentials and Reporting</p> <p>New Pathways Handbook: Getting Started with New Pathways (Getting Smart)</p>
Internship Opportunities	<p>Building Bridges Issue (PivotED: May 2024)</p> <p>Building Bridges Between Education and Industry: Youth Work-Based Learning as Talent Development Strategy (American Student Assistance)</p> <p>Five Tips for Successful High School Internship Programs (American Student Assistance)</p> <p>Johnston County Public Schools (JCPS) Summer Career Accelerator Program Prepares Students for Careers (Additional District Spotlight)</p> <p>NC Career Launch Youth Apprenticeship Programs (NCBCE)</p> <p>NC Work-based Learning in Action Opportunities (NCBCE)</p>
Partnering with Local Agencies and Partners	<p>How Libraries can Partner with Communities for Summer Learning Success (Wallace Foundation)</p> <p>North Carolina’s Employer Needs Survey</p>

Resource	Description
	<p>Working with Intermediary Organizations</p> <p>Summer for All: Building Coordinated Networks to Promote Access to Quality Summer Learning and Enrichment Opportunities Across a Community (RAND)</p>
<p>Providing Transportation and Feeding Students</p>	<p>NCDPI Summer Nutrition Program Information</p> <p>NCDPI School Transportation Information</p> <p>Additional examples of Public School Units that provided transportation and meals:</p> <ul style="list-style-type: none"> - Johnston County Public Schools (JCPS) Summer Career Accelerator Program Prepares Students for Careers and JOCO Works, an industry-led collaborative supported by education, business, civic, and government partners created to meet the Johnston County workforce needs of the future, culminating in a curriculum and an in-person experience-based career exploration specifically for 8th grade students. - New Hanover County Schools Summer Career Accelerator <p>Provided meals (breakfast and lunch) only</p> <ul style="list-style-type: none"> - Buncombe County Schools CTE Summer Camps - Union County Summer Career Accelerator Camps
<p>Teacher Leadership, Voice, Expertise, and Roles</p>	<p>CTE Summer Conference 2023 Panel: Teacher Leadership, Voice, Expertise, and Roles in Career Accelerator Program Summer Camps</p> <p>The Promise of Summer as a Time for Teacher Professional Learning (RAND)</p>
<p>Summer Programming</p>	<p>EdResearch for Recovery Summer Learning Toolkit (Annenberg Institute)</p> <p>CFNC Student Summer Enrichment Programs</p>

Resource	Description
	<p>Going Beyond High School Credit Recovery in Summer Learning: From Remediation to Acceleration (Wallace Foundation)</p> <p>Summer Learning Recruitment Guide (Wallace Foundation)</p> <p>Summer Learning Toolkit and Summer Planning Calendar (Wallace Foundation)</p> <p>Unlocking the Potential of Summer Learning (Wallace Foundation)</p>
<p>NCDPI and State-Level Resources</p>	<p>Future Focused, Career Ready</p> <p>NCDPI Summer Career Accelerator (PRC 177)</p> <p>NCDPI Summer Career Accelerator #2 (PRC 188) Resources</p> <p>NC Department of Commerce Report: Are Portrait of a Graduate Skills Important to NC Jobs?</p> <p>NC Summer Learning Guide</p> <p>NC Summer Shift Convening Resource Document</p> <p>Portrait of a Graduate & Social and Emotional Learning Competencies Crosswalk</p> <p>Resources and Strategies for SCA Programs</p>
<p>Preschool and Elementary Career Development</p>	<p>Career Development in Early Childhood: Opening Doors to a World of Possibilities</p> <p>Career Readiness: Starting Early with Young Learners (Edutopia)</p> <p>Coalition for Career Development Center</p> <p>Developmental Framework for Integration of Social and Emotional Learning and Career and Workforce Development</p> <p>Experience More</p> <p>Elementary Career Readiness Resources (WI Department of Education)</p>

Resource	Description
	<p>Elementary School Career Resources Website (Kentucky Department of Education)</p> <p>Illinois Early Learning Project: Perspective on the Project Approach</p> <p>Illinois Early Learning Project: Props, Teaching and Projects: Engaging Learners in Representational Play</p> <p>Kansas Can Competency Sequence</p> <p>Kentucky Department of Education: Elementary School Career Resources</p> <p>NC State Extension Career Exploration in Elementary School</p> <p>Portraits of a Graduate: Strengthening Career and College Readiness Through Social and Emotional Skill Development (February 2024)</p> <p>Pennsylvania Career Readiness Skills Continuum</p> <p>Public Broadcasting Station (PBS) Learning Media: Community Helpers</p> <p>Helm, J. H., Katz, L. G., & Wilson, R. (2023). <i>Young investigators: The project approach in the early years</i>. Teachers College Press.</p>
Program Quality	<p>Association for Career and Technical Education’s 2018 ACTE Quality CTE Program of Study Framework</p> <p>Getting to Work on Summer Learning: Recommended Practices for Success, 2nd ed. (RAND)</p> <p>Supporting Quality in Summer Learning: How Districts Plan, Develop, and Implement Programs (Education Development Center)</p>

Resource	Description
Sustainability	<p>Braiding Crosswalk for Sustainability (NCDPI)</p> <p>Building, Sustaining, and Improving: Using Federal Funds for Summer Learning and Afterschool (Wallace Foundation)</p> <p>Learning from the Lonestar State: How Districts in Texas are Thinking about Program Sustainability (A Hot Time for Summer Learning Podcast)</p> <p>The Future of Summer Career Accelerators: Life After ESSER [presentation] (NCDPI)</p>