

Consolidated Annual Report, Program Year 2014 - 2015

North Carolina

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

Secondary

Development of valid and reliable assessments of technical skills is an ongoing project. During 2014-2015, secure state assessment item banks were developed or adopted/adapted and field tested in 32 courses. The 22 item banks field tested in 2013-2014 were revised to improve their validity and reliability. Assessments were developed from these banks and from existing banks for courses not currently being developed or revised. Staff worked with third-party vendors to assure their assessments met NC CTE standards. Support was provided to local districts creating valid and reliable assessments for local courses.

Examples of program area work in development of assessments include the following:

Business, Finance and IT Education

Develop post assessments for courses

- o BN24 Network Administration III

Field test assessments

- o BP40 Computer Science Principles

- o BD10 Multimedia and Webpage Design

- o BN20 Network Administration I

- o BN22 Network Administration II

Trade and Industrial Education

Develop post assessments for courses

- o IT17 Automotive Service II

- o IT18 Automotive Service III

Field test assessments

- o IT12 Automotive Brakes

- o IT13 Automotive Computer System Diagnostics

- o IT14 Automotive Electrical

- o IT15 Automotive Electrical Advanced

- o IT16 Automotive Service I

- o II32 Adobe Digital Design

- o II33 Adobe Video Design

- o II34 Adobe Visual Design

- o IP21 Emergency Medical Technology I
- o IP22 Emergency Medical Technology II
- o II11 Network Engineering Technology I
- o II12 Network Engineering Technology II
- o II13 Network Engineering Technology III
- o II14 Network Engineering Technology IV

Postsecondary

None reported.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Secondary

In April 2015, Thinkgate LLC, the third-party vendor that managed North Carolina's secondary instructional management system, went out of business without warning. The instructional management system was the platform used to administer technical assessments required to monitor student progress and for reporting in performance indicator 2S1. In order to continue to provide needed services to districts and to obtain data on student technical proficiency, North Carolina CTE worked with North Carolina State University's Center for Urban Affairs and Community Services Technical Outreach for Public Schools (TOPS) to convert state postassessments to NCTest, the test administration and data collection system used elsewhere in the agency for federal reporting. Efforts in Spring 2015 focused on transferring the postassessment process to the new system to allow districts to test on schedule. Costs associated with this move included significant staff time required to facilitate the transfer. Spring 2015 assessment took place on schedule with only minimal disruptions.

Continued enhancements to the system will be added in 2015-2016, including the ability to report third-party proficiency data, ability to collect results for students eligible for alternate assessments, and information on student attainment of business and industry credentials. Expanded functionality of SchoolNet, the Instructional Improvement System developed through North Carolina's Race to the Top grant, will restore the classroom management features that were available through Thinkgate but not part of NCTest.

Ongoing efforts continued to move data collection and analysis agency-wide to PowerSchool and SAS. This project is funded primarily through the Race to the Top grant, but a number of CTE staff members and others funded through Perkins have been involved in its design and execution. This project allows integration of data from authoritative sources including student enrollment, student assessment results, student demographics, special programs such as LEP and migrant, Exceptional Children, the Employment Security Commission, and the Department of Community Colleges. Some but not all of the reports required for the CAR were generated this year using the new system.

Postsecondary

During 2014-2015, postsecondary CTE data was gathered by a Data Analysis team within the Performance Management Section of NCCCS. Extensive analysis and revisions were made to ensure that appropriate and accurate data were available to measure postsecondary CTE performance. Training for Perkins personnel was conducted through periodic CTE meetings and through a "Performance Partnership Summit."

Data results were published in a document titled, "North Carolina Community Colleges 2014 Core Indicators of Performance 1P1 through 5P2." This document contained performance indicators for all 58 colleges within the NCCCS. Each performance indicator was presented, along with disaggregated results by age, gender and ethnicity, program area and career cluster. During the April 22, 2015, Perkins State meeting in Greensboro and again during the "Performance Partnership Summit," all colleges were provided with a copy of the publication. The data contained in the publication were presented to those in attendance. This publication was used throughout the year to assist individual colleges with improving the success of our students.

Consolidated Annual Report, Program Year 2014 - 2015

North Carolina

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Secondary

Secondary CTE provides ongoing assessment that includes analysis of long- and short-range plans from eligible recipients to ensure requirements are addressed, collection and analysis of results of technical assessments including credentials, and monitoring for compliance. Services to special populations students are part of each of these components and receive additional attention through targeted services such as professional development for Special Populations Coordinators and other staff, through Civil Rights Reviews, and through other special activities. Professional development addressing these topics is provided at state and regional workshops and through web-based training. The state identifies "high flyers" that districts in need of improvement can visit.

Local Planning System – Each year districts/Local Education Agencies (LEAs) must submit a plan that analyzes performance of students and programs on all secondary Performance Indicators and other state and local measures and specifies how Perkins funds will be used to address performance deficiencies. LEAs are required to include information about how they will use funds for the following required elements:

- o Integrating academics with career and technical education.
- o Linking secondary and postsecondary career and technical education programs, including by offering not less than one program of study.
- o Providing students with experience in and understanding of all aspects of the industry.
- o Developing, improving, or expanding of use of technology.
- o Providing professional development for teachers, counselors, and administrators.
- o Developing and implementing evaluations of career and technical education programs, including an evaluation of the needs of special populations.
- o Initiating, improving, expanding, and modernizing quality career and technical education programs.
- o Providing services of sufficient size, scope, and quality.
- o Providing activities to prepare special populations for high skill, high wage, or high demand occupations.

Extensive professional development is offered to assist LEA officials in reviewing previous performance, setting improvement goals and developing strategies to meet those goals, and executing those plans. Regional CTE staff work with each LEA to ensure that their plan addresses required components, analyzes previous results, and sets meaningful targets and strategies for improvement.

Technical assessments – NC CTE reports results on Technical Attainment using two types of assessments:

- o Statewide postassessments, including secured assessments developed in North Carolina for LEA use and third-party assessments where appropriate.
- o Approved Business and Industry credentials aligned to at least 80 percent of the course content. (Results of students on additional credentials that are aligned to a smaller portion of the course are also collected and analyzed.)

In Fall 2014, statewide assessments and where possible third party assessments were administered via Thinkgate, the state's CTE Instructional Management System. That function was transferred to NCTest for Spring 2015. NCTest is a system managed by NCSU's Center for Urban Affairs and Community Services and is used for assessment for other federal reporting in the agency. CTE assessment development and administration is supported with Perkins funds. Tests contain multiple-choice items and are administered via computer, or, if necessary, using paper and pencil. Beginning in 2013-2014, LEAs are required to count these assessments as 25 percent of the students' final grade. Results are disaggregated in the statewide CTE Local Planning System and used to set improvement goals by teacher, by course, by school, district wide or for the whole state, for all students or for particular target groups including special populations categories and racial/ethnicity and gender classifications. Work continues on using PowerSchool to report to districts on their performance.

Credential information was collected in Thinkgate in the fall and via spreadsheet in the spring. Teachers who can document that students earned credentials report by student by specific course and credential. Appropriate documentation must be maintained locally. Results are published annually in the NC CTE Credentialing Data Report.

Results of both technical assessments and achievement of credentials are also used by curriculum developers at the state level to see where changes may be needed in curriculum to better address needs of Business and Industry and to target professional development to demonstrated deficiencies.

Monitoring for Compliance – Since 2013-2014, NC CTE has more closely monitored subrecipient use of funds. LEAs are scheduled for visits on a five-year cycle, with those at greatest risk given highest priority. Risk is determined using a spreadsheet that assigns point value to responsibilities of the CTE Administrator, previous results on Performance Indicators, and common compliance criteria. The state is on schedule for at least one visit to each district by 2018. Based on risk determination, some districts receive multiple visits.

Teams visit each LEA and report on their findings and recommendations. Regions work together to set benchmarks for performance. The Regional Coordinator works with LEAs to develop a plan to implement needed improvements and provides follow-up assistance as necessary.

In addition, the NC Auditor's statewide Single Audit Report includes an audit of Perkins funds. This statewide report contains a compilation of internal control deficiencies and instances of noncompliance based on NC's statewide financial statement and federal compliance audit procedures.

Additional targeted special populations services – Assessing services provided to special populations students is a focus of state and local CTE efforts. Statewide documents such as the Challenge Handbook have been developed to assist LEAs in determining appropriate services and ensuring services are provided. Improved integration with Exceptional Children's Services makes it easier to track accommodations required and to ensure they are provided.

Data about Special Populations students on technical assessments and credentials is analyzed to provide information about gaps and to assist LEAs and state officials on developing plans to address these gaps. Professional Development is provided statewide and at the regional level to ensure Special Populations Coordinators, Exceptional Children's staff, and others who work with students with special needs in CTE courses have what they need to provide required services.

How LEAs meet the needs of Special Populations students is also part of periodic Civil Rights reviews that ensure that all students receive legally required educational services without regard to handicapping condition or other special needs.

Postsecondary

Individually, colleges assess their own CTE programs on a regular basis as a part of accreditation or as colleges determine the need for such assessment. Through State Leadership projects, State-led CTE assessments were implemented through five projects: Early Childhood Associate Degree Accreditation (ECADA); IT Alignment Project, Microsoft Information Technology, North Carolina Network for Excellence in Teaching (NC-NET), and Today's Class Online Automotive Instruction.

Early Childhood Associate Degree Accreditation (ECADA)—A project designed to assess and enhance the quality of Early Childhood Education (ECE) programs at community colleges. Each of North Carolina's 58 community colleges offers ECE programming and the vast majority of the state's credentialed childcare workers are trained at community colleges. Encouraging pursuit of ECADA, from the National Association for the Education of Young Children, by providing supportive services and training, North Carolina now leads the nation in the number of ECE programs accredited. The project has benefited CTE by ensuring that programs meet minimum standards and provide appropriate training for those responsible for educating North Carolina's most valuable resource – its children.

IT Alignment Project – This project was designed to assess and enhance the quality of Information Technology (IT) programs at each community colleges. Each of North Carolina's 58 community colleges offers IT programming. The curriculum standards for IT programs were aligned with industry needs and nationally recognized industry certification. Program changes included the development of a new Information Technology AAS program of study that was approved by the State Board of Community Colleges and will begin in the fall of 2016.

Microsoft Information Technology – Provides unlimited access to Microsoft resources for CTE students, faculty, and staff. Included in these resources is unlimited access to more than 400 e-learning courses, lesson plans, activities, quiz banks, and student learning objects, Microsoft e-curriculum mapped to certifications, e-books for Microsoft courseware, faculty certification vouchers, teaching resources, professional development activities, and certifications for faculty.

North Carolina Network for Excellence in Teaching (NC-NET)—Provides online access to quality professional development, including resources targeting special populations and non-traditional students, for NCCCS CTE faculty and staff. NC-NET offers online courses and tutorials, planning tools, databases, resource exchange, and a discussion room. Resources are organized into five areas: Teaching and Learning, Discipline-Specific, Career and Personal Development, Technology in the Classroom, and Online Teaching. In 2013-2014, six academy courses were supported and numerous modules were added.

Today's Class Online Automotive Instruction—Provides interactive online automotive training aligned with standardized outcome assessment tools and provides a verifiable time-tracking component which is a requirement for automotive instructors in National Automotive Teachers Educational Foundation (NATEF) certified educational programs. The current professional development requirement for auto instructors is 20 hours of training per year. Instructors also use it as a course management tool that can be used to track student progress using assessment tools that align with standardized automotive curriculum competencies.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Secondary

Secondary CTE prepares students for technology they will use in the workplace through professional development on the use of technology for teachers and others, by integrating the use of technology throughout courses and programs, and by other technology efforts within CTE.

Professional Development

Professional development includes both face-to-face and distance learning opportunities such as the following:

About 2,500 CTE teachers and others attended the 2014 CTE Summer Conference. CTE Summer Conference, the state's premier professional development opportunity for CTE, provides hands-on workshops for teachers in the use of technology that is part of their courses. Sessions are scheduled for specific areas in which there is a demonstrated need and are limited to topics where training might not otherwise be accessible. CTE works collaboratively with area high schools and community colleges to give teachers access to state-of-the-art equipment as part of the week-long workshop.

NC FALCON, a statewide NCDPI initiative, provides an online forum for professional development for teachers. CTE staff has been instrumental in the development of online workshops on topics such as data literacy. These workshops, available at no cost and which earn continuing education credits, allow teachers to customize activities to their particular situation to make learning more meaningful.

The NC Learning Technology Initiative (NCLTI) provides technology-focused training to enhance LEA's ability to maximize the impact of their technology investments. NCLTI builds state education agency capacity to support LEA teams in the planning and implementation of technology investments through the face-to-face institutes, online professional development, and customized consulting. CTE staff members receive training that allows them, among other things, to increase the use of technology in curriculum projects.

Other. NC CTE has established Moodle-based Professional Learning Communities for teachers and other educators to share questions, ideas and resources. Curriculum is also distributed electronically via these Moodle PLCs. In addition, free and low-cost services such as Google docs, Dropbox, and Skype are to collaborate with users in the field. As much as possible, meetings and professional development have been moved online via services such as Go to Meeting.

Integrating the use of technology in courses and programs

CTE focuses on including technology in curriculum that aligns with what is used in Business and Industry. Where appropriate, the specific software predominantly available in business is used. For example, the Microsoft Information Technology Academy (MSITA) provides instruction to nearly 50,000 students in Word, Publisher, PowerPoint, Excel and Access. Students can earn specific entry-level certifications they can take directly to the workplace or to further education. Students earned 64,176 Microsoft Office Specialist certifications in 2014-2015. (Some students earn more than one credential.) Microsoft Office programs are widely used in business and industry, and individuals who have earned certifications are in high demand. MSITA also has a strong professional development component that will help teachers improve their own computer skills as they work with students. Teachers also have the opportunity to earn certifications through this project.

Use of technology in instruction and administration

North Carolina is working continuously to utilize Twenty-First Century technologies in instruction and administration to take advantage of improvements in functionality and operational efficiencies. In 2014-2015, these efforts focused in three areas:

Online learning. CTE has worked collaboratively with NC Virtual Public School, with local districts, and with third-party vendors to allow CTE courses to be offered online or in a blended format.

Data and Reporting. Functionality that was previously part of the CTE Analysis and Reporting System (A&RS) is being transferred as part of an agency move to PowerSchool and SAS. At present, this shift is incomplete. The A&RS was an operational data system used by CTE to analyze data, create reports for local and state use, generate reports required for federal accountability, and supply reports to the Comprehensive Education Data and Analysis and Reporting System (CEDARS), a longitudinal K-12 data system that integrates information from authoritative sources throughout the agency, including CTE. A temporary workaround provides CTE data to CEDARS. District and school data are available in the Local Planning System.

Home Base. CTE staff has been involved closely in the design and selection of the two applications that make up Home Base: PowerSchool, a statewide student information management system that will replace the outdated NC WISE, and a K-12 Instructional Improvement System (IIS). Staff involvement ensures that these new systems will be fully integrated with existing CTE applications and that needs of CTE students, teachers and administrators will be addressed.

Postsecondary

As colleges constantly improve the quality of the CTE training and skills learned through career pathways, individual colleges identify emerging technologies and modify instruction to include technology in current use across industry. As colleges determine that changes to technology are relevant to individual CTE programs, those colleges can commit Basic Grant funds to purchase new technology and to train faculty and staff to utilize the technology. State-level approval of these activities is managed through the local Basic Grant application and approval process.

Statewide initiatives include the following:

SkillsUSA— A partnership of students, teachers, and industry working together to ensure that America has a skilled work force. Participation through SkillsUSA helps institutions improve retention, teach employability skills, leadership skills, offer third-party certifications, and encourage student participation in state and national competition.

Microsoft Information Technology— Provides unlimited access to Microsoft resources for CTE students, faculty, and staff. Included in these resources is unlimited access to more than 400 e-learning courses, lesson plans, activities, quiz banks, and student learning objects, Microsoft e-curriculum mapped to certifications, e-books for Microsoft courseware, faculty certification vouchers, teaching resources, professional development activities, and certifications for faculty.

NC-NET – Online professional development for faculty that help them infuse employability skills that parallel USDOL foundational skills into their classes. Two professional development academies, “Technology Bootcamp: Incorporating the Latest Tools for Effective Instruction” and “Technology Bootcamp II—More Tools for Reaching Students,” were available to CTE faculty.

Today’s Class Online Automotive Instruction—Provides interactive online automotive training aligned with standardized outcome assessment tools and provides a verifiable time-tracking component, which is a requirement for automotive instructors in National Automotive Teachers Educational Foundation (NATEF) certified educational programs. The current professional development requirement for auto instructors is 20 hours of training per year. Instructors also use it as a course management tool that can be used to track student progress using assessment tools that align with standardized automotive curriculum competencies.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

Secondary

Secondary CTE includes pre-service and in-service professional development that is high quality, sustained, and classroom focused.

Preservice. In 2014-2015, program areas provided a series of workshops that make up a 40-hour induction program for new teachers and other educators. The series took place throughout the year and participants learned skills that they took back to their classroom or work environment and use. In subsequent sessions, they built upon previous lessons and their own personal experiences using the skills. The induction program is required for alternatively certified CTE teachers, but many other new teachers find it beneficial.

Participants in the workshops numbered about 300. Sessions included topics such as integrating academics and CTE including use of the Common Core Technical Standards, effective teaching skills, working with Career and Technical Student Organizations, and using data to improve instruction.

An online Professional Learning Community (PLC) for new teachers allowed them to share resources and experiences throughout their first years as they develop their teaching skills. Many new teachers reported the online PLC was one of the most valuable resources they have available as it put information they needed at their fingertips and connected them both with experts in the field for assistance as needed and with other new teachers who made up an informal support group.

CTE staff worked closely with teacher certification and licensing areas to ensure that requirements reflected most up-to-date content and pedagogical skills. CTE also collaborated closely with Teacher-Education institutions to review licensure requirements and ensure they reflect the current state-of-the-art.

Efforts are underway to revise the new teacher training. Beginning in 2015-2016, teachers will access a greater portion of the training electronically. This change means the training will be more economical and less costly in terms of teacher time out of the classroom.

In-service. CTE provided in-service instruction for teachers that allowed them to keep their professional skills current and to improve their students’ learning. Professional development activities were offered both as face-to-face workshops and through distance learning to be sure opportunities were available that met teachers’ individual needs and addressed their learning styles.

About 2,500 teachers and other CTE educators attended the 2014 CTE Summer Conference, a 3-5 day workshop offered each summer. Sessions were designed around teacher needs based on analysis of performance data and technical skill analysis. Training was also provided in the use of curriculum products released in Summer 2014. Preconference sessions provided opportunities for teachers to receive additional specialized training in areas needed for their particular teaching assignment or other duties.

Other training was provided in 2014-2015 for current CTE teachers preparing to move into support roles including Special Populations, Career Development, and Instructional Management coordination and for staff planning to become or in their first year as CTE Administrators.

In addition, CTE professional development occurred through online resources including Learn NC and NC FALCON and through face-to-face workshops held on regional and statewide levels as appropriate. Regional and statewide training offered during 2014-2015 included such topics as the following:

- o WorkKeys administration guidelines and results
- o Development of Honors Portfolios
- o Recruitment and retention on nontraditional students
- o Business Partnerships
- o Civil Rights
- o Online Multimedia and Webpage Design Technical Training
- o Visual Basic 2010
- o CDC Evaluation Instrument
- o ServSafe Managers Certification
- o Using Data to Guide Instruction
- o Using Data for Program Improvement
- o Introduction of various new curriculum products
- o Aquaponics

Training on using data from the Local Planning System, PowerSchool, and other authoritative sources to pinpoint areas of weakness and develop improvement strategies was offered to teachers, CTE administrators, and support staff to focus on improving performance on the state's Performance Indicators. Program-specific Professional Development also used performance data to locate problem areas statewide and develop training around those needs.

Postsecondary

Multiple professional development opportunities were offered throughout 2014-2015. Topics included such things as the following:

- o Perkins 101
- o Developing a Local Plan
- o Chief Academic Officer training on CTE Career Pathways and Perkins
- o NC CTE Summer Conference
- o Writing a Perkins Local Plan
- o iCAR Automotive Training for Faculty
- o NC Career Pathways

- o Microsoft IT Academy Virtual Summit

- o WeAlign4NCWorks

- o NC Ready for Success Leadership Forum

- o American Apprenticeship Initiative

- o NC-NET Academy

- Technology Bootcamp: Incorporating the Latest Tools for Effective Instruction

- Technology Bootcamp II—More Tools for Reaching Students

- From Good Teaching to Student Learning: An Adjunct Faculty Primer

- Incorporating Active Learning Strategies in the College Classroom

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

Secondary

Secondary CTE continues to focus on use of data to evaluate success in attracting students to nontraditional professions and to pinpoint areas where further attention is needed. In 2012-13, the list of nontraditional courses was updated to reflect changing employment information and to include new and revised courses from the 2012 CTE Essential Standards. Additional courses new to NC were added to the nontraditional list in 2013-14. Further revisions are scheduled for 2016-2017.

Continued efforts include a focus on work-based learning, special projects such as offering camps for nontraditional students, and providing professional development on recruitment of nontraditional students. These efforts resulted in increases in both the number of students enrolled in courses considered nontraditional and the percentage of students enrolled in those courses who were of the nontraditional gender. Continued work is needed in marketing courses to students of the nontraditional gender, developing curriculum to appeal to all students regardless of gender, race and ethnicity, and status as a member of a special populations group, and in training teachers to deal consistently and fairly with all students. NC CTE plays a significant role in these areas, particularly in development of marketing materials and professional development and in equipping LEAs for their efforts.

Postsecondary

Each of North Carolina's 58 community colleges operates with "open door" policies that ensure that all students with the ability to benefit from participation have the same opportunities to participate in CTE pathways. In regard to non-traditional fields, marketing efforts often include visible examples of students participating in non-traditional fields. Open houses and other events designed to encourage non-traditional participation are regularly implemented by individual colleges, i.e., "Girls Night Out" and Advanced Manufacturing Week activities.

Special population students participate in CTE pathways in the same ways that any other students participate. Special population students self-report their information at community colleges and when a CTE student in need of assistive devices or services is identified, the college may use Perkins funds to provide those devices or services as needed. It is estimated that only a fraction of the students who could qualify for this assistance actually self identify and request services. CTE faculty often identify student needs and refer students for appropriate assistance.

Statewide initiatives included the development of career development guide titled "North Carolina Career Clusters Guide." The guide was a joint endeavor with the NCCCS, the NC DPI and the NC Department of Commerce. Woven throughout the guide is information to expose all students to high skill, high wage occupations. The guide uses a four-step cycle to help student explore careers:

- 1) Interest Profiler that uses a career assessment

- 2) Career Cluster exploration

- 3) Explore employment and educational opportunities
- 4) Explore information regarding specific occupations

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Secondary

In compliance with federal law, NC Public Schools administers all state-operated education programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender except where an exemption is appropriate and allowed by law.

LEAs provide support personnel at the school and/or district level to assist members of special populations in being successful in their CTE programs. In some cases these staff members provide direct instruction to students with special needs, while in others their role is to equip teachers themselves to work directly with the students.

NC CTE uses data extensively to find areas where students with special needs are not being successful and to direct necessary resources to these students. For example, data might indicate that students with disabilities are enrolled in a particular program at a rate out of proportion to their occurrence in the general student population. This would require review of student records to ensure that students were being placed appropriately rather than just being enrolled in a course without regard to whether it is truly an appropriate placement.

Extensive professional development is provided to teachers across CTE areas on topics such as modifying blueprints for Occupational Course of Study students, working with English Language Learners and developing adapted activities to meet the needs of special populations students.

Postsecondary

Each of North Carolina's 58 community colleges operates with "open door" policies that ensure that all students with the ability to benefit from participation have the same opportunities to participate in CTE pathways. Special population students participate in CTE pathways in the same ways that any other students participate. Special population students self-report their information at community colleges and when a CTE student in need of assistive devices or services is identified, the college may use Perkins funds to provide those devices or services as needed. It is estimated that only a fraction of the students who could qualify for this assistance actually request services. CTE faculty often identify student needs and refer students for appropriate assistance.

State Leadership projects that addressed special populations include the following:

Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)—Provides online access to quality professional development, including resources targeting special populations and non-traditional students, for NCCCS CTE faculty and staff. NC-NET offers online courses and tutorials, planning tools, databases, resource exchange, and a discussion room. Resources are organized into five areas: Teaching and Learning, Discipline-Specific, Career and Personal Development, Technology in the Classroom, and Online Teaching. In 2014-2015, six academy courses were supported and numerous modules were added.

Career Clusters Guide - Statewide initiatives included the development of career development guide titled, "North Carolina Career Clusters Guide." The guide was a joint endeavor with the NCCCS, the NC DPI and the NC Department of Commerce. Woven throughout the guide is information to expose all students to high skill, high wage occupations. The guide uses a four-step cycle to help student explore career interests:

- 1) Profiler that uses a career assessment
- 2) Career Cluster exploration
- 3) Explore employment and educational opportunities
- 4) Explore information regarding specific occupations

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Secondary

NC CTE provides technical assistance to eligible recipients through telephone and email responses to queries; traditional documents and instructions; Frequently Asked Questions and other web-based resources; face-to-face presentations during local, regional, and statewide workshops; online webinars and workshops; and through online PLCs available in all program areas, for teachers by program area and course, for new teachers, for support personnel by specialty, and for CTE administrators.

In addition, NC CTE provides in person reviews of CTE programs and services through periodic Civil Rights Reviews and ongoing Compliance Monitoring. All on-site visits include written documentation of findings and assistance preparing improvement plans.

Postsecondary

Perkins technical assistance is provided through several mechanisms including informational meetings, webinars, and individual contact. Local college Perkins staff attended a "Kickoff" meeting at the beginning of the academic year to train new Perkins staff and to update veteran staff. This meeting provided the framework through which NCCCS guided the colleges in their Perkins supported CTE activities. A webinar was held at the beginning of the spring semester to provide updates and guidance on upcoming activity.

On a daily basis, staff provide technical assistance to local college Perkins staff as the need is identified by state staff or as requested by local college Perkins staff. Monitoring visits are also designed to be an opportunity to individually provide technical assistance to colleges by examining and troubleshooting Perkins activities.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

50000

Number of students participating in Perkins CTE programs in state correctional institutions:

943

Describe the CTE services and activities carried out in state correctional institutions.

Four schools are operated by the Department of Juvenile Justice (DJJ). They offer CTE course content to youth who are incarcerated for more than six months. Courses offered include Business Management, Personal Finance, Microsoft Word and PowerPoint and Microsoft Excel and Access. The NCDPI provides curriculum resources and support for these schools.

Limited courses and services are provided to incarcerated adults in the North Carolina Prison System. These programs receive no direct Perkins funding but benefit from curriculum resources and professional development services provided system wide.

Students in programs at state correctional institutions are included in North Carolina's performance measures where appropriate.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

137

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Institutions serving students with disabilities do not receive direct Perkins funds. The NCDPI provides curriculum resources and support for these schools.

Students in programs at state institutions serving students with disabilities are included in North Carolina's performance measures where appropriate.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

Secondary

Charter schools offering Career and Technical Education participate in the annual CTE testing program. Charter school students are included in performance indicator data. Staff have access to the same curriculum and professional development that is made available to all teachers statewide. Regional staff provide additional support to charters. Charters have the opportunity to apply for additional Perkins funds but none has yet opted to do so.

Postsecondary

None reported

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Secondary

NC CTE supported curriculum projects, personnel and professional development in Family and Consumer Sciences during 2014-2015.

Projects carried out included the following:

- o Deploy a revised curriculum in Apparel and Textile Production I and II, including unpacked content, instructional support materials, assessments, and professional development
- o Support teachers participating in Governor's Teachers Network in developing resources for teaching entrepreneurship and parenting and child development
- o Collaboration with family and consumer sciences leaders via the National Association of State Administrators of Family & Consumer Sciences (NASAFACS) and the American Association of Family & Consumer Sciences (AAFCS)
- o Worked with Northeastern and Northwestern Regional Coordinators to promote Family & Consumer Sciences programs with CTE Directors/Administrators
- o Provided staff development and program support via CTE Summer Conference, professional association conferences, and partnerships with business, industry, and post-secondary organizations
- o Principles of Family & Human Services course development
- o Managed FACS Education Moodle Professional Learning Community, responding to questions, sharing resources, and announcing important program area news and opportunities
- o Collaborated with the North Carolina Association of Family & Consumer Sciences (NCAFCS) to facilitate professional development for FACS Teachers at their annual conference
- o Trained new and alternatively licensed Family and Consumer Sciences teachers via the New Teacher Induction Program
- o Implemented strategies to increase involvement, participation, and stakeholder input in the North Carolina Association of the Family, Career and Community Leaders of America (FCCLA).
- o Facilitated partnerships with business and industry representatives across the state in Family and Consumer Sciences Career Clusters/Pathways including the NC Restaurant & Lodging Association, NC State University, Spoonflower, Gaston Textile Technology Center, Cone Denim Mills, and Johnson & Wales University.
- o Facilitated a Family & Consumer Sciences Teacher Educator summit meeting of 4 public universities and 1 private college to discuss issues, challenges, solutions, and best practices for recruiting and retaining quality Family and Consumer Sciences Teachers in North Carolina.

Postsecondary

Programs that continue career pathways from secondary family and consumer sciences at the community colleges are supported by colleges choosing to do so. On the statewide level, the following project supported the family and consumer sciences pathway.

Early Childhood Associate Degree Accreditation (ECADA) – A project designed to assess and enhance the quality of Early Childhood Education (ECE) programs at community college. Each of North Carolina's 58 community colleges offers ECE programming and the vast majority of the state's credentialed childcare workers are trained at community colleges. Encouraging pursuit of ECADA, from the National Association for the Education of Young Children, by providing supportive services and training, North Carolina now leads the nation in the number of ECE programs accredited. The project has benefited CTE by ensuring that programs meet minimum standards and provide appropriate training for those responsible for educating North Carolina's most valuable resource—its children.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

Secondary

None reported

Postsecondary

Local colleges utilize Basic Grant funds to support career counselors who assist CTE students in career planning and job placement. These services are available to all CTE students and graduates. Statewide the following project was implemented to improve services related to continuing education and job searches.

Job and Career Transition Coach Certifications— A week-long training and certification project designed to provide professional development for counselors who advise CTE students. In the cohort trained through this project, 26 CTE counselors and staff earned industry-recognized credentials; learned to utilize available counseling resources to help guide any CTE student or potential student on identifying career pathways that are best suited to the individual needs of the student; and trained in effectively illustrating, to CTE students and potential students, the needs and desires of industry in regard to hiring.

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Secondary

Integrating academic and CTE skills has been a focus of NC CTE for a number of years. The success of these efforts is illustrated by the continuing increase in the number and percent of CTE concentrators earning a silver or higher Career Readiness Certificate on the WorkKeys assessment. The state's accountability process was changed in 2012-2013 to include the results of concentrators on the WorkKeys assessment as one measure of school and LEA accountability. This provides a well-respected measure of academic attainment for concentrators and allows students to earn a Career Readiness credential, which they can take directly to the workplace or on for further education. In 2014-2015, 30,430 students earned silver or higher Career Readiness Certificates, up from 21,403 in 2011-2012, the first year detailed statewide WorkKeys data were collected. In all, nearly 39,000 students earned Career Readiness Certificates in 2014-2015, and 127 of those were platinum, the very highest level available.

Many of these concentrators graduate from high school with one or more CTE community college credits, due to support of the Career and College Promise (CCP) program by the state legislature. CCP allows students to take a focused course of study that includes both traditional secondary and postsecondary courses and to count both toward graduation. In the CTE pathway, students can earn multiple CTE postsecondary credits while they are still in high school. The College Transfer pathway requires students to take a specific CTE course in computers and to transfer those credits to a non-technical program.

In addition, the NCDPI is continuing a project with the NC Community College System and the NC Department of Commerce to expand the use of Career Pathways to all regions of the state. In 2012-13, two regions were involved in asset mapping and constructing career pathways in particular industry sectors. Counties were selected in the northeast with a health sector focus and counties in the southwest with a focus on transportation, distribution and logistics. The project brings together industry partners as part of a statewide leadership team and also brings many partners to help create the pathways in the regions. Partners include postsecondary institutions, workforce development and economic development boards and business/industry leaders. This pilot work serves as the foundation for a larger statewide effort to expand traditional programs of study and for the framework to recognize pathways that meet the State's rigorous requirements. In 2014-15, all LEAs submitted updated pathways in at least one industry sector.

Other efforts made in 2014-2015 to increase the integration of academic skills with CTE included the following:

- o Ongoing efforts to align Common Core Standards in Mathematics and ELA with CTE content.
- o Continued revision of the list of CTE courses that alone or in conjunction with a second course could meet one or more mathematics graduation requirements.
- o Incorporation of communication, mathematics and other related content into newly developed CTE courses.
- o Ongoing professional development.
- o Development and promotion of CTE honors courses.
- o STEM courses as electives were developed to complement student career pathways and Career and Technical Education Career Clusters in Aerospace, Security, and Advanced Manufacturing; Health and Life Sciences; Energy and Sustainability; and Biotechnology and Agriscience.

Postsecondary Each college receiving Basic Grant funds assures that they will provide support to CTE programs and that efforts are consistently made to improve the academic and technical skills of students through the integration of academics with CTE. Minimally, each college requires both academic and CTE courses to complete any CTE pathway; however, many colleges also update and revise CTE pathways to better integrate academic and CTE skills through "contextualized" academic courses and academic course sections that only enroll CTE students.

Statewide, several State Leadership projects directly address the integration of academic and CTE skills. Those projects include the following.

IT Alignment Project – This project was designed to assess and enhance the quality of Information Technology (IT) programs at each community college. Each of North Carolina's 58 community colleges offers IT programming. The curriculum standards for IT programs were aligned with industry needs and nationally recognized industry certifications. Program changes included the development of a new Information Technology AAS program of study that was approved by the State Board of Community Colleges and will begin in the fall of 2016.

Early Childhood Associate Degree Accreditation (ECADA) – A project designed to assess and enhance the quality of Early Childhood Education (ECE) programs at community college. Each of North Carolina's 58 community colleges offers ECE programming and the vast majority of the state's credentialed childcare workers are trained at community colleges. Encouraging pursuit of ECADA, from the National Association for the Education of Young Children, by providing supportive services and training, North Carolina now leads the nation in the number of ECE programs accredited. The project has benefited CTE by ensuring that programs meet minimum standards and provide appropriate training for those responsible for educating North Carolina's most valuable resource—its children.

Microsoft Information Technology – Provides unlimited access to Microsoft resources for CTE students, faculty, and staff. Included in these resources is unlimited access to more than 400 e-learning courses, lesson plans, activities, quiz banks, and student learning objects, Microsoft e-curriculum mapped to certifications, e-books for Microsoft courseware, faculty certification vouchers, and teaching resources, professional development activities, and certifications for faculty.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

Secondary and Postsecondary

CTE efforts in NC are undergirded by the strong partnership between the state education agency (NCDPI) and the NC Community College System (NCCCS). In addition, CTE works with other divisions and staff within NCDPI to align curriculum and standards, utilize technology effectively, and provide comprehensive, research-based professional development. Other state agencies such as the NC Department of Commerce and the NC Department of Health and Human Services work closely with CTE.

CTE Pathway Development Grants (formally known as NCWorks Pathways) – A grant RFP for CTE pathway development was sent to the 58 colleges within the NCCCS. Grants were awarded to 20 colleges for the development of career pathways that incorporated nationally identified key elements and characteristics into best practices that could be modeled throughout North Carolina. Pathways included a demonstrated local industry need and partner collaboration and provided a well-defined sequence of courses for grades 9-14. Colleges had to include the following elements: collaboration among business and industry representatives, educational institutions, workforce development boards, and other related organizations; a demonstrated workforce need; definition of education and training paths that provide a clear sequence of coursework, work-based learning experiences, intentional career advising, and opportunities to earn credentials that meet the needs of the region's employers; identification of partnerships and leveraged resources; alignment of policy and programming to promote pathway development and implementation; and program evaluation and measure of performance outcomes to ensure continuous improvement. Each pathway included the following characteristics: demonstrated economic or workforce need, employer engagement, stackable educational/training options, contextualized learning, integrated education and training, industry-recognized credentials, multiple entry and exit points, comprehensive career advising and support services, designed for students and working learners, 9-14 program of study, work-based learning, and intermediary or coordinator.

CTE partnerships with business and industry provide students with resources to more closely align CTE courses and programs with business and industry needs. Partners assist in the development and validation of curriculum and assessment materials, facilitate opportunities for work-based learning, provide classroom resources, and provide opportunities for student and instructor credentialing.

Current CTE partners include (but are not limited to) Microsoft Corporation, CISCO, the Office of the State Fire Marshall, the NC Automobile Dealers Association, the Printing Industry of the Carolinas, the Homebuilders Association, the National Restaurant Association, the National Center for Construction Education and Research, and the Project Management Institute.

The Governor's Chief Policy Advisor on Education serves as an advisor to the NC State Board of Education (also the CTE Board). This participation ensures that the Governor's office is aware of CTE initiatives and performance. The State Superintendent of Public Schools and the President of the Community College system sit on the Governor's Education Cabinet along with other key leaders in the administration. This connection ensures that all parties are aware of activities. This year the Education Cabinet had worked in several subcommittees on specific areas of interest to the Governor. The CTE Director served on the Talent and Pipeline Development subcommittee with community college, university, and business/industry leaders.

Another key connection is the Commission on Workforce Development. This Commission is established in statute and prescribes seats to community college leadership, the Department of Public Instruction, the Department of Commerce, and business leaders. The chair of the commission is appointed by the Governor and serves as an additional liaison. The Commission has also been working in smaller subcommittees this year to respond to legislative changes. The NCCCS and NCDPI have participated heavily in the development of the Commission's Strategic Plan, performance and evaluation measures and the development of Memorandum of Understandings related to One-Stop centers.

North Carolina also has a Business Committee on Education with an executive director appointed by the Governor. NCBCE is a key partner of the NCDPI and the NCCCS. We partner in work-based learning activities such as Students@Work and with other key initiatives that are a focus of business. In recent months, the group has participated in the Pathways to Prosperity efforts and is currently developing processes to engage members in teacher externships.

Both the NCCCS and DPI maintain seats on the NC Apprenticeship Council through the Department of Labor. This group works closely to promote and support apprenticeship and other work-based learning models.

The NCDPI and NCCCS have seats on the Workforce Commission.

The NCDPI and NCCCS have seats on the North Carolina Employment and Training Association professional development group of front line workforce service providers, educators, trainer, and state agencies involved in workforce development issues.

All CTE efforts in North Carolina stem from the partnership between NCDPI and NCCCS. Additionally, NCCCS works with the University of North Carolina (UNC) System to assist students who choose a state university for the next phase of their CTE pathway. Efforts to update the North Carolina Comprehensive Articulation Agreement between NCCCS, UNC, and private institutions of higher education were completed this year. NCCCS also maintains active partnerships with the NC Department of Commerce.

Local colleges are implementing activities designed to develop career pathways. Individually, these efforts are resulting in partnership efforts that incorporate high schools in the service area, industry, intermediaries, and other relevant parties.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Secondary

NC CTE collaborated with other divisions within the state education agency and other agencies including NCCCS to strengthen counselors' knowledge of CTE offerings, to provide support materials for students and parents, to focus additional attention on Career Clusters and courses of study, and to further develop the state's Career and College Promise program, which allows students to take postsecondary courses while they are still in high school. The Career Pathways efforts require LEAs to describe guidance efforts in the pathway areas of focus beginning in grade 8. Continued pathway efforts and development serve to improve guidance and counseling programs.

Postsecondary

Local colleges utilize more than 50 percent of Basic Grant funds for guidance and counseling programs for CTE students. Statewide, guidance and counseling is supported through modules on NC-NET. The following statewide leadership projects were implemented to improve the level of counselor training regarding occupational and employment information resources.

Employability Skills Toolkit—An online training resource with self-paced modules and classroom resources designed to assist CTE faculty as they update courses to prepare CTE students with the “soft skills” needed to gain employment, keep employment, and advance in careers. Professional development workshops/trainings were held statewide, as requested by colleges.

Career Clusters Guide – A career development guide titled “North Carolina Career Clusters Guide” was developed. The guide was a joint endeavor with the NCCCS, the NC DPI and the NC Department of Commerce. Woven throughout the guide is information to expose all students to high skill, high wage occupations. Success stories of former CTE students are included for each cluster.

The guide uses a four-step cycle to help student explore careers: 1) Interest Profiler that uses a career assessment 2) Career Cluster exploration 3) Explore employment and educational opportunities 4) Explore information regarding specific occupations.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Secondary and Postsecondary

Local colleges utilize Basic Grant funds to develop and implement local articulation agreements with LEAs and universities for specific CTE programs. Statewide articulation agreements -- high school to community college articulation agreement for CTE programs and a community college to university articulation agreement for curriculum program students -- are operational and are regularly reviewed and updated by stakeholders. Efforts to update the North Carolina Comprehensive Articulation Agreement between NCCCS, UNC, and private institutions of higher education were completed this year.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

Secondary

None Reported

Postsecondary

Local colleges utilize Basic Grant funds to develop career pathways that include opportunities for CTE students to continue their career pathway at universities through articulation agreements and by consistently updating CTE programs to ensure that students who complete community college CTE programs possess the skills needed to enter and successfully complete baccalaureate programs.

Statewide, individual projects were implemented to encourage specific CTE programs to meet the standards of accrediting bodies. For example, Early Childhood Education programs received training and support to pursue NAEYC accreditation. A benefit of the accreditation is that students matriculating from accredited programs to university programs were educated through a program that meets the intensive standards of the accrediting body. The statewide curriculum alignment project for Information Technology directly focused on ensuring that, upon completion of their program, students are prepared for baccalaureate programs through articulated courses and elimination of duplicative courses.

The Registered Nurse to Bachelor of Science in Nursing Articulation Agreement (RN to BSN AA) is between the State Board of North Carolina Community Colleges and The University of North Carolina Board of Governors. It applies to all NC community colleges that operate associate degree nursing programs and to those 11 constituent institutions of The University of North Carolina that operate RN to BSN Programs (Appalachian State University, Fayetteville State University, East Carolina University, North Carolina Agricultural & Technical University, North Carolina Central University, UNC-Charlotte, UNC-Greensboro, UNC-Pembroke, UNC-Wilmington, Western Carolina University and Winston-Salem State University). The RN to BSN AA was approved in February 2015.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Secondary

NC CTE provides financial support to Career and Technical Student Organizations (CTSOs) as well as supporting in other ways such as partnering with their Boards of Directors to assist in the advisor search and by state CTE staff assisting in various capacities.

Postsecondary

Local colleges may utilize Basic Grant funds to support CTOSs, through faculty release time, to operate these projects. A member of the state CTE staff is North Carolina SkillsUSA Board Member and is working to increase postsecondary participation in CTE student organizations at local colleges. Since NCCCS began permitting the use of Perkins funds to support CTOSs, many colleges are now participating in CTOS activities. Even though no basic grant funds were used for direct student support for participation, at this year's North Carolina SkillsUSA State Competition postsecondary participation reached nearly 600.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

Advanced Manufacturing Awareness Week served as a coordinated effort between NCDPI, local school districts, NCCCS, individual community colleges, and industry to promote and encourage enrollment in Career Clusters that include Advanced Manufacturing. This activity brought together colleges, industry representatives, students and potential students, and parents to better understand the "modern" manufacturing industry.

Secondary

Courses within the Career Clusters allow students to experience "all aspects of an industry" as they build a coherent sequence of courses in a program of study that prepares them for the specific careers in which they are interested. Work-based learning opportunities available in all CTE courses also help students understand all aspects of an industry.

Postsecondary

Local colleges utilize Basic Grant funds to provide faculty with opportunities to "return to industry" in order to improve CTE programs by integrating industry experience into course work.

Professional Development activities supported by State Leadership funds provide opportunities for CTE faculty and staff to identify specific professional development needs, including various aspects of industry that may not be part of the curriculum.

A training course titled "Building and Sustaining Career Pathways" (<http://www.cordonline.net/ncpathways/>) was developed to assist individual colleges in the development of career pathways. The course is designed to offer information, guidance, and resources for local career pathways coordinators responsible for program coordination from the community and technical college vantage point. Course content is organized among five topical modules: o Career Pathways 101 o Partnerships as the Basis for a Career Pathways Transformation o Engaging Employers o Program Design o Managing the Moving Parts Each module is supported by related resources from the field and corresponding action-planning activities. The course discusses how to create and sustain career pathways programs with an emphasis on effective employer engagement strategies.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

Secondary

Development of partnerships between education and specific business or industry groups continues to be a focus in both secondary and postsecondary CTE. CTE solicits support of business representatives who can be called on when needed for various activities. One significant component of these efforts is NCWorks Career Pathways. This project is a combined effort of the NCDPI, NCCCS, Department of Commerce, Governor's Office, and is a follow-up from the Pathways to Prosperity report released in 2011. The pilot work from 2012 serves as the basis for a statewide effort to expand career pathways to all LEAs and regions of the state. The State has developed processes and support for creating pathways to meet economic needs for regions in the state. The first and most fundamental component of the work in employer/business engagement. The process requires high levels of engagement on the part of industry partners. The State has supported the efforts through professional development, documents, and guides that give framework for how the engagement can be meaningful and drive pathway discussions including curriculum development and work-based learning expectations.

In addition to traditional work-based learning initiatives such as cooperative education that require business support, Students@Work continues. Students@Work is an innovative project that provides job shadowing opportunities for middle grades students.

Postsecondary

Individually, colleges statewide use Perkins funds to work with industry. For all CTE programs, advisory committees that include industry representatives are convened regularly to ensure that CTE programs are meeting the needs of industry. Several colleges have employed business intermediaries to facilitate these conversations and to be the staff primarily responsible for facilitating transition from student to employee. Some of the business intermediaries are also serving as the catalyst for work-based learning/cooperative education, by identifying industries/employers needs and placing students in cooperative opportunities. Although no formal statewide agreements regarding adjunct faculty exist with individual businesses, local colleges work closely with industry to utilize qualified industry employees as adjunct faculty. This utilization of adjunct faculty and their input regarding programing decisions is critical to ensuring that CTE programs are appropriate to the needs of industry.

CTE Pathway Development Grants (formally known as NCWorks Pathways) – A grant RFP for CTE pathway development was sent to the 58 colleges within the NCCCS. Grants were awarded to 20 colleges for the development of career pathways that incorporated nationally identified key elements and characteristics into best practices that could be modeled throughout North Carolina. Pathways included a demonstrated local industry need and partner collaboration and provided a well-defined sequence of courses for grades 9-14. Colleges had to include the following elements: collaboration among business and industry representatives, educational institutions, workforce development boards, and other related organizations; a demonstrated workforce need; definition of education and training paths that provide a clear sequence of coursework, work-based learning experiences, intentional career advising, and opportunities to earn credentials that meet the needs of the region's employers; identification of partnerships and leveraged resources; alignment of policy and programming to promote pathway development and implementation; and program evaluation and measure of performance outcomes to ensure continuous improvement. Each pathway included the following characteristics: demonstrated economic or workforce need, employer engagement, stackable educational/training options, contextualized learning, integrated education and training, industry-recognized credentials, multiple entry and exit points, comprehensive career advising and support services, designed for students and working learners, 9-14 program of study, work-based learning, and intermediary or coordinator.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Secondary

Curriculum materials for 32 courses were revised or developed/adopted in 2014-2015.

Opportunities were explored for new courses to address growing employment needs and one new course -- Principles of Family and Human Services -- was created and is scheduled for pilot in 2015-2016. Three existing courses -- Apparel Development and Textile Development I and II -- were redesigned from the ground up to address changes in business and industry needs.

NCDPI staff collaborated with NC Virtual Public School and local school districts to develop online curriculum.

Postsecondary

Local colleges utilize Basic Grant funds to modernize and expand CTE programs through the development of new courses and programs or to increase the number of course sections available for high demand CTE courses. Faculty supported through these efforts may use Perkins funds for up to three years. After three years, it is expected that colleges will absorb these costs.

Statewide, an Advanced Manufacturing Awareness Week served as a coordinated effort between NCDPI, NCCCS, colleges, and industry to promote and encourage enrollment in Advanced Manufacturing Career Clusters. Career clusters, career academies, and distance education training is available to faculty through NC-NET.

IT Alignment Project – This project was designed to assess and enhance the quality of Information Technology (IT) programs at each community colleges. Each of North Carolina's 58 community colleges offers IT programming. The curriculum standards for IT programs were aligned with industry needs and nationally recognized industry certifications. Program changes included the development of a new Information Technology AAS program of study that was approved by the State Board of Community Colleges and will begin in the fall of 2016.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Secondary

Professional development aligned to existing courses helps teachers continue to improve their knowledge and skills related to entrepreneurship and how it applies to their specific content areas. Work continues on courses related to Virtual Enterprise, which will allow students to develop technology-based entrepreneurial skills. Ongoing review of existing courses ensures that entrepreneurship ideas and concepts are reinforced wherever appropriate throughout the curriculum.

Other efforts that supported entrepreneurship included a partnership to offer the Hop on the Bus fall and spring business plan competitions, member of the Consortium for Entrepreneurship Education and the MBA Research Curriculum Center, and professional development on teaching entrepreneurship.

Postsecondary

Colleges within the NCCCS have Small Business Centers (SBC) that promote entrepreneurship education and training. Resources provided by the SBC is used by many colleges to enhance CTE programs.

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

Secondary

The 40-hour induction program for new CTE teachers was offered in a face-to-face format to about 300 teachers in 2014-2015. Although originally conceived as a service for teachers who are alternatively certified, the program now includes a number of participants from traditional teacher-education institutions.

Other efforts that took place in 2014-2015 included providing an Administrative Internship for prospective CTE Administrators or those in their early years in administrative positions and solicitation of support for low-enrollment CTE Teacher Education programs in danger of being discontinued by the University of North Carolina System.

Postsecondary

Local colleges utilize Basic Grant funds to provide professional development opportunities better prepare CTE faculty and staff. Often these opportunities assist with the transition from industry to CTE. Statewide, NC-NET has developed a CTE adjunct faculty toolkit designed to assist practitioners with the learning and implementing the elements of an effective instructor and NC-NET Academy courses provide faculty with pedagogical training for the community college classroom.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

Secondary

Local districts utilize Perkins funds to provide CTE students with occupational and employment resources in the form of career development coordinators and career development resources. Statewide, a career counseling publication was developed for CTE students and parents that provides career guidance and employment information.

Postsecondary

Local colleges utilize Basic Grant funds to provide CTE students with occupational and employment resources in the form of career counselors and career development resources. In addition, colleges receiving NCWorks Leadership Grants developed common frameworks in multiple CTE program areas that infused career development, work-based learning, and stackable industry recognized credentials. Each of the frameworks developed were shared with all community colleges within the NCCCS.

Career Clusters Guide – A career development guide titled, “North Carolina Career Clusters Guide” was developed. The guide was a joint endeavor with the NCCCS, the NC DPI and the NC Department of Commerce. Woven throughout the guide is information to expose all students to high skill, high wage occupations. Success stories of former CTE students are included for each cluster.

The guide uses a four-step cycle to help student explore careers: 1) Interest Profiler that uses a career assessment 2) Career Cluster exploration 3) Explore employment and educational opportunities 4) Explore information regarding specific occupations.

Reality Check – In cooperation with the North Carolina Department of Commerce’s Labor and Economic Analysis Division, an interactive website was developed that will allow users to explore estimates of specific types of expenses and make choices about budget trade-offs. It give the user a financial planning tool that uses real data to develop a realistic budget for the actual cost of living in different geographic regions of North Carolina.

CTE Pathway Development Grants (formally known as NCWorks Pathways) – A grant RFP for CTE pathway development was sent to the 58 colleges within the NCCCS. Grants were awarded to 20 colleges for the development of career pathways that incorporated nationally identified key elements and characteristics, into best practices that could be modeled throughout North Carolina. Pathways included a demonstrated local industry need and partner collaboration and provided a well-defined sequence of courses for grades 9-14. Colleges had to include the following elements collaboration among business and industry representatives, educational institutions, workforce development boards, and other related organizations; a demonstrated workforce need; definition of education and training paths that provide a clear sequence of coursework, work-based learning experiences, intentional career advising, and opportunities to earn credentials that meet the needs of the region's employers; identification of partnerships and leveraged resources; alignment of policy and programming to promote pathway development and implementation; and program evaluation and measure of performance outcomes to ensure continuous improvement. Each pathway included the following characteristics: demonstrated economic or workforce need, employer engagement, stackable educational/training options, contextualized learning, integrated education and training, industry-recognized credentials, multiple entry and exit points, comprehensive career advising and support services, designed for students and working learners, 9-14 program of study, work based learning, and intermediary or coordinator.

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1S1	All	Renegotiate state target	Jo Anne Honeycutt	03-15-16
1S1	All	Design targeted training for CTE teachers and deliver at the CTE Summer Conference.	Felicia Gray-Watson	07-31-16
1S1	All	Realign language arts competencies in selected CTE courses with Common Core	Atkins Michael	06-30-16
1S1	All	Provide Professional Development to district and state staff on analysis of ESEA and Workkeys results	Rhonda Welfare	06-30-16
1S2	All	renegotiate state target	Jo Anne Honeycutt	03-15-16
1S2	All	Design targeted training for CTE teachers and deliver at the CTE Summer Conference.	Felicia Gray-Watson	07-31-16
1S2	All	Provide Professional Development to district and state staff on analysis of ESEA and Workkeys results	Rhonda Welfare	06-30-16
1S2	All	Realign mathematics competencies in selected CTE courses with Common Core	Atkins Michael	06-30-16

Local Program Improvement Plans

Secondary

The following represents secondary districts that failed to meet at least 90 percent of the local target for each of the performance indicators. Note that no districts negotiated separate local targets so all are held to the state targets.

1S1	79 not met
1S2	115 not met
2S1	68 not met (includes charters and special schools in addition to regular LEAs)
3S1	1 not met (includes charters and special schools in addition to regular LEAs)
4S1	0 not met
5S1	6 not met
6S1	19 not met (includes charters and special schools in addition to regular LEAs)
6S2	20 not met (includes charters and special schools in addition to regular LEAs)

All LEAs are required to post performance improvement plans in the Local Planning System each year. These plans focus on performance indicators where districts failed to meet their targets by the greatest margin. Districts are to indicate how federal, state, and local resources will be used to improve their performance in targeted areas. Districts that failed to meet the state target will be required to include specific strategies for improvement related to that indicator.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1S1	All	Renegotiate state target	Jo Anne Honeycutt	03-15-16
1S1	All	Design targeted training for CTE teachers and deliver at the CTE Summer Conference.	Felicia Gray-Watson	07-31-16
1S1	All	Realign language arts competencies in selected CTE courses with Common Core	Atkins Michael	06-30-16
1S1	All	Provide Professional Development to district and state staff on analysis of ESEA and Workkeys results	Rhonda Welfare	06-30-16
1S2	All	renegotiate state target	Jo Anne Honeycutt	03-15-16
1S2	All	Design targeted training for CTE teachers and deliver at the CTE Summer Conference.	Felicia Gray-Watson	07-31-16
1S2	All	Provide Professional Development to district and state staff on analysis of ESEA and Workkeys results	Rhonda Welfare	06-30-16
1S2	All	Realign mathematics competencies in selected CTE courses with Common Core	Atkins Michael	06-30-16

Postsecondary

The following represents postsecondary colleges that failed to meet at least 90 percent of the local target for each of the performance indicators.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1S1	All	Renegotiate state target	Jo Anne Honeycutt	03-15-16
1S1	All	Design targeted training for CTE teachers and deliver at the CTE Summer Conference.	Felicia Gray-Watson	07-31-16
1S1	All	Realign language arts competencies in selected CTE courses with Common Core	Atkins Michael	06-30-16
1S1	All	Provide Professional Development to district and state staff on analysis of ESEA and Workkeys results	Rhonda Welfare	06-30-16
1S2	All	renegotiate state target	Jo Anne Honeycutt	03-15-16
1S2	All	Design targeted training for CTE teachers and deliver at the CTE Summer Conference.	Felicia Gray-Watson	07-31-16
1S2	All	Provide Professional Development to district and state staff on analysis of ESEA and Workkeys results	Rhonda Welfare	06-30-16
1S2	All	Realign mathematics competencies in selected CTE courses with Common Core	Atkins Michael	06-30-16

1P1 - all colleges met

2P1- 1 College did not meet

3P1- 1 College did not meet

4P1- 2 Colleges did not meet

5P1 -7 Colleges did not meet

5P2 -6 Colleges did not meet

Meet with the Performance Management Team and determine programs of study with low performance. Develop with each college an individual plan to address Gender, Race/Ethnicity, and Special Populations in low performing programs of study.

Consolidated Annual Report, Program Year 2014 - 2015

North Carolina

Review & Certification

CAR Certification

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*, and performance data, is accurate and complete.

I certify that the state has implemented a system of internal controls as defined in 2 C.F.R. 200.61., and taken any necessary corrective actions, to help ensure that all data included in this part of the SY 2015-16 CSPR, to the best of my knowledge, are true, reliable, and valid.

I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my state has met at least 90 percent of its agreed upon state adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the state must submit a program improvement plan as required in section 123(a)(1) of Perkins IV.

I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

Title/Agency

CTE Director/NC Department of Public Instruction

Date

12/31/2015 3:09:57 PM