Consolidated Annual Report, Program Year 2015 - 2016
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 2015-2016, secure state assessment item banks were developed or adopted/adapted and field tested in the following 22 courses:

DEVELOPED/UPDATED:

Marketing and Entrepreneurship Education:

MI21   Fashion Merchandising

ADOPTED/ADAPTED:

Business, Finance and IT Education

BN20   Network Administration I

BN22   Network Administration II

BP12   Computer Programming II

II21   Computer Engineering Technology I

II22   Computer Engineering Technology II

Technology Engineering and Design

TE13   Engineering Design

TS31   Game Art and Design

Trade and Industrial Education

IA31   Digital Media

IA32   Advanced Digital Media

IC00   Core and Sustainable Construction

IC62   Drafting II - Architectural

IC63   Drafting III - Architectural

II31   Adobe Visual Design

II32   Adobe Digital Design

II33   Adobe Video Design

IP12   Public Safety II

IP31   Fire Fighter Technology I

IP32   Fire Fighter Technology II

IP33   Fire Fighter Technology III

IT11   Introduction to Automotive Service

IT17   Automotive Service II

IT18   Automotive Service III

The 32 item banks field tested in 2014-2015 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.

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

During 2015-2016, North Carolina CTE continued to work with North Carolina State University's Center for Urban Affairs and Community Services Technical Outreach for Public Schools (TOPS) to expand the CTE features available in NCTest, the test administration and data collection system that was adopted when our previous vendor went out of business in April 2015. Enhancements to the system in 2015-2016 included 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.

Efforts continued to move data reporting and analysis agency-wide to PowerSchool and SAS. This project was funded initially 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. Most of the reports required for the CAR were generated this year using the new system.

Perkins funds were also used to develop district, school and individual student reports in PowerSchool that showed results on each of the performance indicators. Using this report allowed users to verify that each student counted correctly before the results were aggregated for submission via EDFacts. This provided an additional validation of submitted results.

Postsecondary

During 2015-2016, 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. Data results were published in a comprehensive report titled, "North Carolina Community Colleges 2015 Core Indicators of Performance 1P1 through 5P2." The report 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. The report was published electronically to www.ncperkins.org and is available to the public. The data contained in the publication were presented to all local colleges and were used throughout the year to assist individual colleges with improving the success of our students.

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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 its 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.)

During 2015-2016, statewide assessments were administered and data collected using NCTest, a system managed by NCSU's Center for Urban Affairs and Community Services. 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. Perkins funds were also used to develop district, school and individual student reports in PowerSchool that showed results on each of the performance indicators. These reports, in addition to serving as a mechanism for data validation, allow users to analyze performance and develop strategies for improvement at a granular level.

Credential information also was collected using NCTest. Teachers who can document that students earned credentials report by student by specific course and credential. Appropriate documentation must be maintained locally and are subject to audit. 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 formula 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.

End-of-year grant evaluations were conducted with each college or consortium. Each college or consortium presented how they met each of nine required activities. Following their presentations, a Q & A Session was conducted with state staff.

Monitoring for Compliance – Risk monitoring is conducted annually using a spreadsheet that assigns point values using the following categories: performance, new contacts, meeting attendance, timeliness of paperwork, and budget allocation. Once the colleges are ranked, colleges are scheduled for either onsite or desktop monitoring. Colleges were offered Technical Assistance as needed throughout the grant cycle. Six on-site monitoring visits and 9 desk audits were conducted during this grant cycle. Technical assistance was provided on an as needed basis throughout the year.

Through State Leadership projects, State-led CTE assessments were implemented through three leadership projects: Office Administration Alignment Project, Microsoft Information Technology Project, and the North Carolina Network for Excellence in Teaching (NC-NET).

Office Administration Alignment Project – This project was designed to assess and enhance the quality of Office Administration (OA) programs at each community colleges. Fifty-two NC community colleges offer OA programming. The curriculum standards for OA programs were aligned with industry needs and nationally recognized industry certifications. Program changes included the development of a new Office Administration AAS curriculum standard that was approved by the State Board of Community Colleges and will begin in the fall of 2017.

Microsoft Information Technology – The Microsoft Information Technology project is a three-year pilot and is in its final year. Through this project, colleges are provided 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, 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 2015-2016, six academy courses were supported and numerous modules were added. In addition, an intensive online practicum on integrated curriculum development was offered. During the course, interdisciplinary teams created classroom ready projects that integrated career and technical content with academic concepts using real-world scenarios to engage students; fostered critical thinking, collaboration and other skills valued by employers; and encouraged instructors to use active, authentic assessment techniques.

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 2015 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 otherwise might not 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.

New Teacher Workshops

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.

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 2015-16, these efforts focused in three areas:

o Online student 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.

o Online professional development. NCDPI provides online professional development for teachers and other educators through Home Base. CTE staff funded through Perkins has been instrumental in the development of online workshops. These workshops, available at no cost and which earn continuing education credits, allow teachers to customize activities to their particular situations to make learning more meaningful.

o 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. CTE data currently is sent automatically to CEDARS to allow for federal and state reporting. State and regional data are available via spreadsheets provided through a special IT project. District and school data are provided through reports in LEA PowerSchool instances.

Home Base. CTE staff has been involved closely in the design and selection of the two applications that make up HomeBase: PowerSchool, a statewide student information management system that replaced 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 workforce. 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.

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," and "Technology Bootcamp III – Reaching Students with Video," were available to CTE faculty.

Electude – After a review of the Today's Class usage and curriculum, recommendations were made that Perkins funding be used to develop and run a pilot program during the 15-16 academic year. The pilot would compare the training effectiveness of Today's Class with another training venue. Options were discussed with The Automotive Program Coordinator, Director of Transportation at Wayne Community College and president of the Automotive Instructor's Association. It was recommended that Electude be used as the comparison curriculum. At the termination of the pilot, a survey was taken and interviews conducted with various instructors. All results supported a change in curriculum from Today's Class to Electude.

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

Nearly 10,000 North Carolina secondary CTE teachers and others participated in high-quality, sustained and classroom-focused pre-service and in-service professional development during 2015-16. (This number counts teachers in each session they attended.)

Pre-service. About 330 teachers participated in a series of workshops that make up an induction program for new teachers and other educators. The workshops can extend up to 40 hours depending on the content area and the responsibilities of the education. 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 and others moving into new areas of responsibility, and many other new teachers find it beneficial. Originally the workshop involved 40 hours of face-to-face instructions, but updates and revisions allow an increasing percentage to be presented in an online format, making it easier and more cost effective for teachers to participate.

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.

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. Workshops and other training included such topics as the following:

o Training in use of updated curriculum

o Specialized training connected to business and industry certifications

o Entrepreneurship across the curriculum

o STEM across the curriculum

o Working with special populations students

o Test administration processes

o Using Career Clusters and Career Pathways with students

o Collaboration within CTE and among other areas

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 2015-2016 and were recorded for on-demand access through www.ncperkins.org. Topics included:

Monthly Perkins CTE Update Webinars Perkins Leadership – Career Pathways Surprises in the Future Job Market Hot Jobs of the Future Career Information: What is it, and Why It's Important Keeping our Youth Out of Trouble Help Kids Discover their Passion and Turn it into a Career Guided Tour of the NC Career Clusters Guide Perkins 101 Boosting CTE Non-Traditional Gender Enrollment Perkins Leadership Grant – Lessons Learned

Through a partnership with the Center for Occupational Research and Development, the following professional development opportunities were made available to all NC CTE faculty:

Incorporating Active Learning Strategies in the College Classroom Technology Bootcamp I Technology Bootcamp II Technology Bootcamp III Collaborative Curriculum Development for Creating Integrated Instruction

As part of the Office Administration Alignment project, extensive professional development was provided to all Office Administration faculty in NC.

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.

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. Regarding 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 self-identify and request services. CTE faculty often identify student needs and refer students for appropriate assistance.

Statewide initiatives included the distribution of the of career development guide titled "North Carolina Career Clusters Guide" that was developed during the 14-15 grant cycle. The guide is 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 students explore careers: 1) Interest Profiler that uses a career assessment, 2) Career Cluster exploration, 3) Explore employment and educational opportunities, and 4) Explore information regarding specific occupations. During this grant cycle, an online version of the guide was developed and can be found online at http://www.ncperkins.org/careers. This interactive site allows students to access current labor market data for each region in North Carolina.

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 Learners and developing adapted activities to meet the needs of special populations students.

Postsecondary

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Statewide initiatives included the distribution of the "North Carolina Career Clusters Guide" and the sponsoring of a state-wide Health Care Diversity symposium.

The distribution of the of career development guide titled "North Carolina Career Clusters Guide" that was developed during the 14-15 grant cycle. The guide is 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 students explore careers: 1) Interest Profiler that uses a career assessment, 2) Career Cluster exploration, 3) Explore employment and educational opportunities, and 4) Explore information regarding specific occupations. During this grant cycle, an online version of the guide was developed and can be found online at http://www.ncperkins.org/careers. This interactive site allows students to access current labor market data for each region in North Carolina.

The Heath Care Symposium brought together students, employers, current health care professionals and educational institutions to discuss issues relating to diversity in health care fields.

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. A statewide planning meeting was conducted to help local contacts with the application process. This meeting provided the framework through which NCCCS guided the colleges in their Perkins supported CTE activities. New local college contacts were required to attend a webinar series titled "Perkins 101" that introduced the participants to the Carl D. Perkins Act and the nine required activities. A webinar was held at the beginning of the spring semester to provide updates and guidance on upcoming activity.

Two Program Coordinators are each assigned 29 colleges and provide technical assistance daily on an as needed basis. The Program Coordinators aid local college Perkins staff in implementing their local grant. Technical Assistance is conducted face-to-face or in webinar format. Colleges have a direct line of communication with their Program Coordinators for help with any day-to-day Perkins related questions.

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:

780

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

Secondary

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.

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

Postsecondary

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:

65

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.

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

Yes

Secondary

During 2015-16, 4,357 students (duplicated) were enrolled in CTE courses in North Carolina Charter Schools. 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 2015-16.

Projects carried out included the following:

xxxxx

Postsecondary

North Carolina Postsecondary CTE has continues to support the Community College Early Childhood Accreditation program. Our CTE Consultant for early childhood education has been active in the high school to community college articulation program including FACS Courses, coordinates our Career and College Promise(CCP) program where secondary students earn postsecondary credit for college courses completed while in high school, and is an active participant with the State Department of Health and Human Services (DHHS) early childhood education programs including work with credentialing for early childhood educators.

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 and job counselors who assist CTE students in career planning and job placement. These services are available to all CTE students and graduates.

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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 continues to be a focus in North Carolina as it has been for a number of years The success of these efforts is illustrated by the continuing high level of performance in the number and percent of CTE concentrators earning a silver or higher Career Readiness Certificate on the WorkKeys assessment, which is reported in the state's accountability process as one measure of school and LEA accountability. In 2015-16, 30,978 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 39,058 students earned Career Readiness Certificates in 2015-16, and 99 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 2015-16, all LEAs submitted updated pathways in at least one industry sector.

Other efforts made in 2015-16 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 Updating 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 Implementation of honors credit for high-level Career and College Promise (Community College) courses, and strengthening use of existing CTE honors courses.

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.

Office Administration Alignment Project – This project was designed to assess and enhance the quality of Office Administration (OA) programs at each community colleges. Fifty-two NC community colleges offer OA programming. The curriculum standards for OA programs were aligned with industry needs and nationally recognized industry certifications. Program changes included the development of a new Office Administration AAS curriculum standard that was approved by the State Board of Community Colleges and will begin in the fall of 2017.

Electude – After a review of the Today's Class usage and curriculum, recommendations were made that Perkins funding be used to develop and run a pilot program during the 15-16 academic year. The pilot would compare the training effectiveness of Today's Class with another training venue. Options were discussed with The Automotive Program Coordinator, Director of Transportation at Wayne Community College and president of the Automotive Instructor's Association, it was recommended that Electude be used as the comparison curriculum. At the termination of the pilot, a survey was taken and interviews conducted with various instructors. All results supported a change in curriculum from Today's Class to Electude.

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.

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) – During this grant cycle, the 20 colleges that were awarded the CTE Pathway Development Grants wrapped up their two-year grant. During the two years the 20 colleges developed 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. In the spring, all 20 colleges presented the work completed on their campus. A final report titled, "Taking Action: Creating the Talent Pipeline of the Future" was released to all 58 colleges in NC and was made available to the public online at http://www.ncperkins.org/pluginfile.php/1578/mod_resource/content/1/CreatingCareerPathways_Final_11%202%2016.pdf.

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, Electude, 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 NCDPI maintain seats on the NC Apprenticeship Council through the Department of Commerce. This group works closely to promote and support apprenticeship and other work-based learning models. The NCDPI and NCCCS have seats on the NC 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. State-wide, the NCCCS and NCDPI are collaborating with the Chief State School Officers and Advance CTE to improve the number of students who complete CTE pathways through the implementation of key industry networks and certifying high quality CTE pathways.

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 – The distribution of the of career development guide titled "North Carolina Career Clusters Guide" that was developed during the 14-15 grant cycle. The guide is 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 students explore careers: 1) Interest Profiler that uses a career assessment, 2) Career Cluster exploration, 3) Explore employment and educational opportunities, and 4) Explore information regarding specific occupations. During this grant cycle, an online version of the guide was developed and can be found online at http://www.ncperkins.org/careers. This interactive site allows students to access current labor market data for each region in North Carolina.

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

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, a community college to university articulation agreement for curriculum program students, and the RN-BSN Uniform Articulation Agreement -- are operational and are regularly reviewed and updated by stakeholders.

During this grant cycle, the Independent Comprehensive Articulation Agreement was developed. This is an agreement between the North Carolina Community College System and the Signatory Institutions of North Carolina Independent Colleges and University that will provide a smooth transfer for community college students who wish to continue their education at an independent college or university in North Carolina with minimal loss of credit or repetition of work. To date, 24 independent colleges and universities have signed this agreement.

Additionally, during this grant cycle a Uniform Articulation Agreement between the UNC Baccalaureate Engineering Programs and the NC Community College System was developed and approved. The Uniform Articulation Agreement promotes educational advancement opportunities for Associate in Engineering completers and the constituent institutions of The University of North Carolina to complete Bachelor of Science in Engineering degrees. This Associate in Engineering to Bachelor of Science in Engineering Articulation Agreement (AE to BSE 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 the AE program and to UNC constituent institutions (ECU, NC A&T, NCSU, UNC-Charlotte, and Western Carolina.)

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. 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. North Carolina currently has four articulation agreements for transfer to a baccalaureate institutions: The Comprehensive Articulation Agreement, the Uniform Articulation Agreement in Engineering, the Uniform Articulation Agreement in Nursing, and the Independent Comprehensive Articulation Agreement. Individual colleges also have various local agreements with baccalaureate institutions.

The statewide curriculum alignment project for Office Administration directly focused on ensuring that, upon completion of their program, students are prepared for baccalaureate programs through articulated courses and elimination of duplicative courses.

During this grant cycle, the NC Competency Based Education (CBE) Incubator project was initiated.   This project allowed lead colleges to develop a strategic plan, policy framework, and model CBE pathway for North Carolina to begin the process of providing competency-based education in North Carolina.

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 CTSOs, 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 CTSOs, many colleges are now participating in CTSO 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 continued to show tremendous growth with over 1,000 postsecondary students competing at the state competition. To raise awareness of the benefits of CTSOs, a state-wide planning meeting was held onsite at the SkillsUSA State Competition to allow college representatives to learn more about SkillsUSA.

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

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

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.

Local colleges utilize Basic Grant funds to provide faculty with opportunities to "return to industry" 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.

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. Efforts are underway 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 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) – During this grant cycle, the 20 colleges that were awarded the CTE Pathway Development Grants wrapped up their two-year grant. During the two years the 20 colleges developed 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. In the spring, all 20 colleges presented the work completed on their campus. A final report titled, "Taking Action: Creating the Talent Pipeline of the Future" was released to all 58 colleges in NC and was made available to the public online at http://www.ncperkins.org/pluginfile.php/1578/mod_resource/content/1/CreatingCareerPathways_Final_11%202%2016.pdf

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

In 2015-16, curriculum materials for 22 courses were revised or developed/adopted. In addition, opportunities were explored for new courses to address growing employment needs and several courses were updated to more closely align skills required with 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. Many local colleges utilized Basic Grant funds to provide funding for faculty to earn industry recognized credentials or advanced degrees in their field.

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.

Office Administration Alignment Project – This project was designed to assess and enhance the quality of Office Administration (OA) programs at each of 52 NC community colleges that offer OA programming. The curriculum standards for OA programs were aligned with industry needs and nationally recognized industry certifications. Program changes included the development of a new Office Administration AAS curriculum standard that was approved by the State Board of Community Colleges and will begin in the fall of 2017.

During this grant cycle, the State Board of Community Colleges approved five new CTE programs to the North Carolina system: Advanced Medical Coding, Early Childhood Administration, Early Childhood Preschool, Intelligence Studies, and Surgical First Assistant.

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

Yes

Secondary

Ongoing review of existing courses ensures that entrepreneurship ideas and concepts are reinforced wherever appropriate throughout the curriculum. Students who wish to focus on entrepreneurship within specific content have the opportunity to study entrepreneurship and virtual enterprise. 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.

Postsecondary

Colleges within the NCCCS have Small Business Centers (SBCs) 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 induction program for new CTE teachers continues to be a major retention tool. This program was offered in a blended format to 330 teachers in 2015-16. 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 2015-16 included continuing an Administrative Internship for prospective CTE Administrators or those in their early years in administrative positions and providing 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 to 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

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 – The distribution of the of career development guide titled "North Carolina Career Clusters Guide" that was developed during the 14-15 grant cycle. The guide is 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 students explore careers: 1) Interest Profiler that uses a career assessment, 2) Career Cluster exploration, 3) Explore employment and educational opportunities, and 4) Explore information regarding specific occupations. During this grant cycle, an online version of the guide was developed and can be found online at http://www.ncperkins.org/careers. This interactive site allows students to access current labor market data for each region in North Carolina.

CTE Pathway Development Grants (formally known as NCWorks Pathways) – During this grant cycle, the 20 colleges that were awarded the CTE Pathway Development Grants wrapped up their two-year grant. During the two years, the 20 colleges developed 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. In the spring, all 20 colleges presented the work completed on their campus. A final report titled, "Taking Action: Creating the Talent Pipeline of the Future" was released to all 58 colleges in NC and was made available to the public online at http://www.ncperkins.org/pluginfile.php/1578/mod_resource/content/1/CreatingCareerPathways_Final_11%202%2016.pdf

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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.

Secondary

Technical Skills Assessments are offered in all eight program areas in North Carolina: Agricultural Education, Business, Finance and Information Technology Education, Career Development, Family and Consumer Sciences Education, Health Sciences Education, Marketing and Entrepreneurship Education, Technology Engineering and Design Education, and Trade and Industrial Education. Calculation of Technical Skills Attainment uses two types of assessment: statewide postassessments and credential attainment.

Statewide postassessments: North Carolina utilizes a system of statewide postassessments to measure Technical Skills Attainment at the secondary level. These postassessments are developed or adopted at the state level and assessments and/or essential standards are validated by business and industry. Students in courses being piloted or field tested are excluded from this calculation.

Credential attainment. During 2015-16, local districts reported student attainment on selected industry-recognized credentials and certifications. In addition, information about credential attainment was obtained directly from vendors where possible. More than 140,000 technical credentials were reported using these processes. Of these, 61,152 were eligible to be counted in lieu of student performance on the postassessment (some students met both measures). North Carolina CTE continues to work to increase the number of courses for which postassessments and/or credentials are available and the number of eligible students who are assessed.

Postsecondary

The NC Community College System is comprised of 58 community colleges that are strategically located so that all citizens are within 30 minutes of an institution. The NCCCS strategic plan centers around the following goals: (1) increase employer engagement, work-based learning opportunities and the relevance of education, training, and credentials, (2) improve career awareness, promote career pathways, and help students connect to jobs and careers, (3) improve college access, affordability and student success, and (4) strengthen the foundations of success. These goals map to the Governors' postsecondary goal, developed by the NC Education Cabinet that by 2025, 67% of working age adults will have earned a postsecondary credential.

North Carolina Postsecondary CTE has continues to use the USDOE approved method of a GPA of 2.5 or higher to measure technical attainment. There were 61,086 Postsecondary CTE concentrators during this reporting period, 48,980 earned a GPA of 2.5 or higher this equates to 80.18%. North Carolina Postsecondary CTE continues to work with and lead national assessment groups and is an active participant in credentialing efforts to develop and/or identify cross the curriculum industry recognized assessments for all 16 career clusters.

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	395099	425067	92.9498173229161
Postsecondary Students	-9	-9	100

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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	Work with Special Populations Coordinators to identify and implement improvement strategies	Shannon Baker	06-30-17
1S1	All	Develop supplemental materials highlighting CTE courses that reinforce language arts Common Core competencies	Atkins Michael	06-30-17
1S1	All	Assist districts in analysis of CTE and other related data for strategic planning	Regional Coordinators	04-30-17
1S1	All	Design tareted training for CTE teachers and deliver at the CTE Summer Conference	Felicia Gray-Watson	07-31-17
1S1	All	Design targeted training for CTE teachers and deliver at the CTE Summer Conference	Felicia Gray-Watson	07-31-17
1S2	All	Design targeted training for CTE teachers and deliver at the CTE Summer Conference	Felicia Gray-Watson	07-31-17
1S2	All	Work with Special Populations Coordinators to identify and implement improvement strategies	Shannon Baker	06-30-17
1S2	All	Assist districts in analysis of CTE and other related data for strategic planning	Regional Coordinators	04-30-17

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
1S2	All	Develop supplemental materials highlighting CTE courses that reinforce mathematics Common Core competencies	Atkins Michael	06-30-17

Local Program Improvement Plans

1S1   91

IS2   115

2S1   38

3S1   1

4S1   2

5S1   5

6S1   65

6S2   11

1P1   0

2P1   1

3P1   0

4P1   2

5P1   10

5P2   13

Notes:

All secondary subrecipients are required to submit improvement plans that address all performance indicators every year.

As no NC charter schools have elected to accept Perkins funds, these schools are excluded from this calculation.

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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 DPI

Date

1/17/2017 3:43:12 PM