

Consolidated Annual Report, Program Year 2018 - 2019

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

Local Planning System— Each year Local Education Agencies have been required to 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 have been required to include information about how they will use funds for the following required elements:

Integrating academics with career and technical education;

Linking secondary and postsecondary career and technical education programs that includes offering not less than one program of study;

Providing students with experience in and understanding of all aspects of the industry;

Developing, improving, or expanding the use of technology;

Providing professional development for teachers, counselors, and administrators;

Developing and implementing evaluations of career and technical education programs, including an evaluation of the needs of special populations;

Initiating, improving, expanding, and modernizing quality career and technical education programs;

Providing services of sufficient size, scope, and quality; and

Providing activities to prepare special populations for high skill, high wage, or high demand occupations.

Extensive professional development was 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 have worked with each LEA to ensure that its plan would address required components, analyzes previous results, and sets meaningful targets and strategies for improvement.

Technical assessments—NC CTE has continued to report results on Technical Attainment using two types of assessments:

Statewide post assessments, including secured assessments developed in North Carolina for LEA use and third-party assessments where appropriate, and

Approved business and industry credentials aligned to at least 80 percent of the course content. (The results of students on additional credentials that were aligned to a smaller portion of the course were also collected and analyzed.)

During 2018–2019, statewide assessments were administered, and data was collected using NCTest, a system managed by NCSU's Center for Urban Affairs and Community Services. CTE assessment development and administration has been supported with Perkins funds. Tests contained multiple-choice items and were administered via computer or, if necessary, using paper and pencil. Beginning in 2013-2014, LEAs have been required to count these assessments as 25 percent of the students' final grade. Results were disaggregated in the statewide CTE Local Planning System and used to set improvement goals by teacher, by course, by school, by district, or statewide. These results were used 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, allowed users to analyze performance and develop strategies for improvement at a granular level.

Credential information was also collected using NCTest. When possible, the collection of the credential information was imported directly from the credentialing agency as the authentic source. Where this was not possible, teachers documented each student's credential in the NCTest system by uploading credentialing documentation for each student by specific course and credential. Appropriate documentation was required to be maintained locally and were subject to audit. Results have been published annually in the NC CTE Credentialing Data Report.

Results of both technical assessments and achievement of credentials were 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 closely monitored sub-recipient use of funds. LEAs have been scheduled for visits on a five-year cycle, with those at greatest risk given highest priority. Risk was determined using a formula that assigned a point value to the responsibilities of the CTE Administrator, previous results on Performance Indicators, and common compliance criteria. The state was on schedule for at least one visit to each district by 2019. Based on risk determination, some districts received multiple visits. Teams visited each LEA and reported on their findings and recommendations. Regions worked together to set benchmarks for performance.

During the reporting year, NC CTE used Perkins funds to develop a CTE Program Evaluation Instrument. This instrument has been used as an additional resource to analyze and evaluate CTE performance and effectiveness at the local level. The instrument was not intended to measure all standards of quality, but rather key data that would inform success. The instrument has proven to be unique because it can be tailored to fit the needs of the LEA, as it is intended to guide LEA improvement. The Regional Coordinator has worked with LEAs to develop plans to implement needed improvements and provided follow-up assistance as necessary.

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

Additional targeted special populations services— Assessing services provided to special populations students has been 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 has made it easier to track accommodations required and to ensure they are provided.

Data about Special Populations students on technical assessments and credentials was analyzed to provide information about gaps and assist LEAs and state officials in developing plans to address these gaps. Professional development was 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 were provided required services. How LEAs meet the needs of Special Populations students has also been a part of periodic Civil Rights reviews that ensure all students receive legally required educational services without regard to handicapping conditions 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.

Mid-year review sessions were conducted in January to allow colleges to report on their basic grant progress and share concerns.

End-of-year Perkins grant evaluations were conducted with each college or consortium. Each college or consortium submitted a narrative outlining how the college met each of the nine required activities. Colleges were also required to submit a 5-minute promising-practice video that demonstrated how Perkins funds increased the academic and technical skills of their students. Following their presentations, a Q & A Session was conducted with state staff.

Monitoring for Compliance – Risk monitoring is conducted annually using a risk matrix 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. 6 on-site monitoring visits and 10 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 2 leadership projects: Accounting and Finance Alignment Project and the North Carolina Network for Excellence in Teaching (NC-NET).

-- Accounting and Finance Alignment Project – This project was designed to assess and enhance the quality of Accounting and Finance (AFAP) program at each community college. Fifty-two NC community colleges offer accounting and finance programming. The curriculum standards for accounting and finance programs were aligned with industry needs and nationally recognized industry certifications. Program changes included the development of a new Accounting and Finance AAS curriculum standard that was approved by the State Board of Community Colleges and began in the fall of 2018.

-- 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. Six academy courses were supported, and numerous modules were added. In addition, an intensive online practicum on integrated curriculum development was offered. During this 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 prepared students for the technology they will use in the workplace by offering professional development on the use of technology to 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 2,700 CTE teachers and others attended the 2019 CTE Summer Conference. The CTE Summer Conference, the state's premier professional development opportunity for CTE, has provided hands-on workshops for teachers in the use of technology that is part of their courses. Sessions were scheduled for specific areas in which there was a demonstrated need and were limited to topics where training might otherwise not be accessible. CTE has worked collaboratively with area high schools and community colleges to give teachers access to state-of-the-art equipment as part of the week-long conference.

New Teacher Workshops:

NC CTE has established Moodle-based Professional Learning Communities for teachers and other educators to share questions, ideas and resources. Curriculum has also been distributed electronically via these Moodle PLCs. In addition, free and low-cost services such as Google Docs, Dropbox, and Skype have been used to collaborate with users in the field. As much as possible, meetings and professional development have been moved online via services such as GoToMeeting. Integrating the use of technology in courses and programs

CTE has focused on including technology in curriculum that aligns with what is used in business and industry. Where appropriate, the specific software predominantly available in business has been used.

Use of technology in instruction and administration:

North Carolina has worked continuously to utilize Twenty-First Century technologies in instruction and administration to take advantage of improvements in functionality and operational efficiencies. In 2018–2019, these efforts focused on three areas:

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.

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, have allowed teachers to customize activities to their situations to make learning more meaningful.

Data and Reporting—CTE data has been sent automatically to CEDARS to allow for federal and state reporting. State and regional data have been available via spreadsheets provided through a special IT project. District and school data have been provided through reports in LEA PowerSchool instances and have been stored in the NC CTE Local Planning System.

Home Base—CTE staff has been involved closely in the design and selection of a learning management system called Canvas. Canvas has been integrated into the Home Base application. Staff involvement ensured that these new systems would be fully integrated with existing and projected CTE professional development and that the needs of CTE students, teachers, and administrators would 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 the changes to technology that 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.

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

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 included pre-service and in-service professional development that has been high quality, sustained, and classroom focused.

Pre-service—About 450 teachers participated in a series of workshops that have made up an induction program for new teachers and other educators. The workshops could extend up to 40 hours based on the content area and the responsibilities of the educator. The series took place throughout the year, and participants learned skills that they took back to their classrooms or work environments and use. In subsequent sessions, they built upon previous lessons and their own personal experiences using these skills. The induction program has been required for alternatively certified CTE teachers and others moving into new areas of responsibility, and many other new teachers have found it to be beneficial. Originally the workshop involved 40 hours of face-to-face instruction, but updates and revisions allowed 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 the 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 had available as it put information they needed at their fingertips and connected them with both experts in the field for assistance as needed and with other new teachers who comprised an informal support group.

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

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 ensure opportunities were available to meet teachers' individual needs and address their learning styles. Workshops and other training included: Project Management Teacher Training, Training in the use of updated curriculum, NCCER Proctor training, Specialized training connected to business and industry certifications, Food Science Teacher Training, Career Development Facilitator Class, Working with special populations students, Test administration processes, Program planning—Implementing a Technical Attainment Improvement Plan, Using Career Clusters and Career Pathways with students, and Collaboration within CTE and with 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

Faculty Pathways to Learning and Success- A professional development initiative designed to provide college instructors information on how high school students learn, managing a multigenerational classroom and maintaining curriculum consistency/integrity. The purpose is to enhance student success in the college experience.

Multiple professional development opportunities were offered throughout the year and were recorded for on-demand access through www.ncperkins.org. Topics included:

- Monthly - Perkins CTE Update webinars
- Monthly - Raising the Awareness of Career Pathways webinars
- EDGAR Training
- Performance Partnership Perkins Overview
- The Mysteries of the Community College – Career Building & Transfer Opportunities
- Data Comes Alive (Readily Available Performance Data Makes a Difference)
- NC Career Cluster Guide Workshop
- Preparing Young Adults for Careers of the Future
- Working with People who are like Dr. Sheldon Cooper from the TV series "The Big Bang Theory"
- Youth Apprenticeship Programs
- A Changing World: Helping people prepare for life in a scary world that we know little about
- The North Carolina Youth Apprenticeship Guide: Sharing our State's Best Practices
- Help Youth Discover their Passion and Turn it into a Career Pathway
- Apple Swift training

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 - Adjunct Faculty Jumpstart

As part of the Accounting and Finance Alignment project, extensive professional development was provided to all accounting and finance 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 has continued to focus on the 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 the 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 courses who were of the nontraditional gender for those courses. 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 has played a significant role in these areas, particularly in the development of marketing materials and professional development and in equipping LEAs to assist in their efforts.

Postsecondary

Each of North Carolina's 58 community colleges operates with "open door" policies that ensure 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. Several colleges have hired non-traditional gender teachers in programs such as welding and auto mechanics. 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 Careers 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. 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 workshops on the use of the North Carolina Career Clusters Guide. This guide is a joint endeavor with the NC Community College System, the NC Department of Public Instruction 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 process 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. An online version of the guide was developed and can be found online at www.NCcareers.org. Care was taken to ensure a diverse population through the student success stories and accompanying pictures.

During the 2018-19 academic year Perkins funded four professional development training events entitled "Eliminating Barriers and Creating Inclusivity" that provided insights to, and teaching methods for working with students in nontraditional-gender programs and those who are members of a special population.

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 has administered all state-operated education programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, age, military service, disability, or gender except where an exemption is appropriate and allowed by law.

LEAs have provided 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 provided direct instruction to students with special needs while in others their role has been to equip teachers to work directly with the students.

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

Extensive professional development has been 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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"Working with People who are like Dr. Sheldon Cooper from the TV series 'The Big Bang Theory'" presentations were made at several state conferences to help our college instructors and others deal with students who exhibit some of the idiosyncrasies of Dr. Sheldon Cooper.

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

Secondary

NC CTE provided 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 PLC, which have been made 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 has provided in person reviews of CTE programs and services through periodic Civil Rights Reviews and ongoing Compliance Monitoring. All on-site visits included 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. Our NCperkins.org website provides CTE resources on performance data, forms for planning, budgeting, and time-and-effort, state and federal Perkins guidance documents, and other resources including our NC Perkins Handbook as well as all webinars and presentations conducted by the state staff.

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 online 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:

61

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

Secondary

Four schools have been operated by the Department of Juvenile Justice (DJJ). They have offered CTE course content to youth who are incarcerated for more than six months. Courses offered included Horticulture I, Business Management, Personal Finance, Principles of Business and Finance, Microsoft Word and PowerPoint, Career Management, Teen Living, Principles of Health and Human Services, Parenting and Child Development, Culinary Arts and hospitality, and Introduction to Automotive Service. The NCDPI has been providing curriculum resources and support for these schools. Students in programs at state correctional institutions were included in North Carolina's performance measures where appropriate.

Postsecondary

Colleges offer courses and services to incarcerated adults in the North Carolina Prison System. These programs receive no direct Perkins funding from the college 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:

15000

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

222

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

Institutions serving students with disabilities have received direct Perkins funds. In addition, the NCDPI provided 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

During 2018–2019, 4,633 students (unduplicated) 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 were included in performance indicator data. Staff had access to the same curriculum and professional development that was made available to all teachers statewide. Regional staff provided additional support to charters. Charters could apply for additional Perkins funds, but none have yet opted to do so.

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 2018–2019. Projects carried out included the following:

Assessment item development for the Interior Design II courses, and rolling Teaching as a Profession I curriculum, and Teaching as a Profession II curriculum into field test status from a pilot status.

Postsecondary

Many colleges chose to use their basic grant funds to update equipment, faculty professional development, and other activities to enhance culinary, early childhood education, and interior design programs.

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?

Yes

Secondary

The Catalyzing Career and Technical Education Through Enhanced Career Pathways Incentive Funding Grant was released in April 2018. The purpose of the grant funding was to increase positive outcomes for individuals and employers through investment in and enhancement of promising pathway implementation practices. Primary goals include:

Advance the work of existing Career Pathways

Reward consortia that are implementing pathways with fidelity

Focus attention on the outcomes of the pathway work to date

Reinvest funds into new or improved strategies that will further pathway reach and outcomes

Postsecondary:

none

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

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.

Consolidated Annual Report, Program Year 2018 - 2019 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 enrollment 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 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.

State Director

Trey Michael

Title/Agency

Director, CTE, NCDPI

Date

2/4/2020 4:58:06 PM