

# Consolidated Annual Report, Program Year 2019 - 2020

## North Carolina

### **2a: Narrative Performance: Implementation of State Leadership Activities**

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**A. Describe your process and priorities in making funds available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. (Section 112(a)(2)(A) of Perkins V)**

Perkins funds for corrections are taken at the state level before dividing up between secondary and postsecondary. In the 19-20 year, NC CTE disbursed \$50,000 to support the state correctional institutions and juvenile justice facilities. During 19-20, NC CTE disbursed \$30,000 to support the educational institutions that serve individuals with disabilities from the secondary NC CTE leadership funds.

**B. Describe your major accomplishments as a result of using State leadership funds for required activities in four key areas to improve career and technical education (CTE)—**

- i. Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.**
- ii. Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.**
- iii. Recruiting, preparing, or retraining career and education teachers, faculty, specialized instructional support personnel, or paraprofessional, such as preservice, professional development, or leadership development programs.**
- iv. Providing technical assistance for eligible recipients.**

**(Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)**

**Secondary:**

i. *Special Populations Course* - Developed course for new SPCs that addressed working with all students, including members of special populations. Created and delivered instructional material and content in face-to-face and online setting for 30 participants.

*North Carolina Collaborative for Secondary Transition* - Co-facilitated collaborative initiative with Exceptional Childrens' Division and (NCDHHS) Vocational Rehabilitation services to support secondary transition. Worked with and supported 18 PSUs on developing a secondary transition plan for individuals with disabilities and other subgroups that qualify for VR services under WIOA.

*Civil Rights Reviews* - Conducted civil rights reviews for three PSUs. Reviews conducted looked at CTE programs and assessed their practices in exposing students (including special populations) to high-skill, high-wage, and in-demand occupations, including nontraditional CTE programs.

ii. The three state schools that serve individuals with disabilities received funding in 19-20 and developed a comprehensive local needs assessment and local plan that included 3 career pathways at each school. The schools worked with NC CTE educational consultants and regional coordinators who provided technical assistance for establishing the equipment and resources to offer the identified pathways.

iii. 19-20, NC CTE prepared and retraining career and education teachers, faculty, specialized instructional support personnel by providing a completely virtual summer conference professional and leadership development programs. This professional development was completely supported by CTE reserve funds due to operational constraints posed by the COVID pandemic situation. The conference provided 541 sessions total to over 4,500 NC CTE stakeholders statewide.

iv. The NC CTE Secondary team has established a learning management system where they are able to communicate and provide documents to support the curricular delivery. In 19-20, the secondary NC CTE team provided technical assistance to all stakeholders by holding monthly virtual meetings with local CTE leaders. These sessions provided operational updates as well as Perkins V briefings. In 19-20, NC CTE experienced much transition due to new Perkins V operational pathways. Our state also experienced a transition to all virtual delivery due to the COVID pandemic during this academic year. In order to provide technical assistance, our NC CTE educational consultants developed virtual "collaboration stations" to provide support and facilitate the collaboration between peers statewide.

## **Postsecondary:**

- i. Military Credit for Prior Learning, support for SkillsUSA, Career Development webinars, Career counselor training
- ii. Participated on committee to discuss Prison Education during COVID
- iii. Cyber Security training for IT Faculty. Military Credit for Prior Learning training for Registrars and Chief Academic Officers, Faculty workshops information and newsletters on NC-NET, monthly webinar series for professional CTE staff
- iv. Provided guidance for Perkins V cost allocations for ESAP, Cyber Security and MCPL, Comprehensive Local Needs Assessment, local plans and budgets, sharing best practices among colleges

## **C. Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using these funds. (Section 112(a)(2)(A) of Perkins V)**

State leadership funds were utilized for teacher training, curriculum improvement and alignment, statewide faculty professional development, and providing technical assistance. North Carolina makes every effort to ensure that all members of special populations are provided with equal access to CTE courses, programs, and activities by conducting annual civil rights compliance and CTE Local Plan monitoring visits to public school units and community colleges. Monitoring visits will address findings as it relates to special populations students identified under Perkins V, and Methods of Administration (MOA) reviews address findings as it relates to education civil rights laws and equal access to Career and Technical Education programs.

CTE leadership funds were used to implement the following in all middle schools and high schools:

- Ongoing collaborative programs to educate CTE directors and staff about the provisions of the McKinney-Vento Homeless Assistance Act.
- Identified students experiencing homelessness in middle school to make sure they have been introduced to CTE courses.
- Provide additional supports and services for students identified such as an extended academic study to ensure graduation with their 4-year cohort and increase their academic performance.
- The homeless liaison, school counselor and CTE department have fostered the development of a career development plan for every high school student identified through postsecondary.
- Provided students with access to transportation to complete required work-based learning opportunities.
- Ensured students have access to technology resources during and after school.
- Introduced students to non-traditional career paths.

Students with a CTE concentration are supported via a number of programs to be academically and technically prepared for postsecondary education and/or entry into high-skill, high-wage, or high demand occupations. All students are supported by a comprehensive academic curriculum including minimum English, science, social studies, and mathematics requirements that must be met for graduation. Career development services will focus on informing students of opportunities for employment in high-wage, high-skill, and high-demand occupations.

Special populations students in CTE are identified in the public school early in each academic year. Career Development Coordinators and Special Populations Coordinators assist special populations students in meeting the requirements of CTE courses and related academics. Services also include identification of students for Section 504 services and for Exceptional Children Program services. Special Populations Coordinators also assist teachers in adapting instruction to better serve special populations students. Various accommodations are used to adapt instruction to ensure the success of special populations students. CTE funds may be used to purchase adaptive equipment and adaptive teaching materials and supplies, or to provide students equal access to required classroom activities.

North Carolina also used their funds to ensure that special populations were provided with appropriate accommodations by working with state-level agencies and non-governmental organizations to identify and provide accommodations that are applicable to their respective special populations' members. State CTE staff will work with public school units and community colleges to ensure that they know how to provide those accommodations through technical assistance, professional development, and monitoring visits.

**D. Report on the effectiveness of the use of State leadership funds in—**

- i. Achieving the goals described in section 122(d)(2) of Perkins V and the State-determined levels of performance described in section 113(b)(2)(3)(A) of Perkins V.**
  - ii. Reducing disparities or performance gaps as described in section 113(b)(2)(3)(C)(ii)(II) of Perkins V.**
- (Section 124(a)(2) of Perkins V)**

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## 2b: Narrative Performance: Fiscal Responsibility

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- A. For each entity that received a formula allocation under section 131 (secondary education programs), please provide the name of the entity, the National Center for Education Statistics (NCES) identification number, and the amount allocated. Public School NCES ID numbers can be found at:

<https://nces.ed.gov/ccd/schoolsearch/>.

See attached file for response.

- B. For each entity that received a formula allocation under section 132 (postsecondary education programs), please provide the name of the entity, the NCES identification number if the entity is a public school district or the Integrated Postsecondary Education Data System (IPEDS) identification number if the entity is an institution of higher education, and the amount allocated. School District NCES ID numbers can be found at: <https://nces.ed.gov/ccd/districtsearch/>. Public and Private Colleges and University IPEDS numbers can be found at: <https://nces.ed.gov/collegenavigator/>.

See attached file for response.

- C. Describe your process and priorities in using the reserve for local recipients, if applicable. Indicate the major accomplishments of your local recipients as a result of using these funds. (Section 112(a)(1) and (3) of Perkins V)

### **Secondary:**

During the 19-20 year, the \$1,000,000 in Perkins reserve funds were used to support a course management system that collects assessment results. This system is utilized by all stakeholders as an innovative solution to identify areas with gaps in performances to better develop programs of study and career pathways. This year, our NC CTE reserve funds were also used for an all inclusive virtual summer conference to all NC CTE stakeholders in our state. This included participation and retention of all teachers including many in rural west and east North Carolina CTE teachers and staff.

### **Postsecondary:**

\$1,000,000 in Perkins reserve funds were allocated to rural colleges and consortia of rural colleges by percentage of CTE students receiving Pell grants or BIA assistance. The population of each college service area was divided by the land area of each service area to obtain the population per square mile in each of the college service areas. Forty colleges or consortia of colleges were found to have a service-area population per square mile less than 250, which meets the definition of *rural* used by the NC Rural Center.

These reserve funds are to help support the colleges in rural areas improve their Career and Technical Education programs in the development, implementation, and adoption of programs of study or career pathways with State-identified high-skill, high-wage, or in-demand occupations or industries.

Major accomplishments using reserve funds include:

College of The Albemarle purchased "Virtual Job-Shadow" software for students to get a realistic view of what is entailed in over 1000 career areas.

Craven Community College purchased three Dynasty welders and accessories to keep up with the needs of the community.

Halifax Community College purchased an incubator and a super microscope for their Medical Laboratory Technology program, which helped to better prepare students for the workforce.

Lenoir CC purchased a Formlabs Form 3 3D printer for their Mechanical Engineering Technology program, which allows training and hands-on experiences for students on a laser-based printer used in additive processing.

Rockingham Community College purchased a laparoscopic tower and related equipment for Surgical Technology to bring

the equipment and practice up to industry standards.

Sampson Community College supplemented and expanded professional development opportunities for CTE faculty.

Western Piedmont Community College purchased Lab Volt trainers for Mechatronics and Industrial System programs to give students more access to equipment they will use when employed.