

State Plan, Program Year 2024–2025 North Carolina

Narrative Descriptions – Plan Development and Consultation

- 1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.**

This North Carolina State Plan for Career and Technical Education has been developed in consultation with numerous stakeholders through various approaches and formats. Public hearings were held. Notices were sent to representatives of teachers, faculty, specialized instructional support personnel, paraprofessionals, school leaders, authorized public chartering agencies and charter school leaders, employers, labor organizations, parents, students, Indian Tribes and Tribal organizations, and community organizations.

Thirty-four State Plan input sessions were conducted beginning in November 2018. Audiences included: academic and Career and Technical Education (CTE) teachers, faculty and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers; parents and students; institutions of higher education; the state CTE coordinator and CTE consortia representatives, interested community members; community college leaders; those with special populations interests, representatives of business and industry; representatives of professional associations; representatives of the Governor's education initiatives; Workforce Development; North Carolina Employment and Training Association; WIOA Adult Education Title II; Postsecondary programs; and NC Community Colleges Continuing Education.

To assure access to information, the following avenues were used:

Notice was sent across the State about the availability of the State Plan materials for review.

The State Plan was posted on the NC Department of Public Instruction (NCDPI) and the NC Community College System (NCCCS) websites.

Relevant components of the State Plan were discussed in meetings with stakeholders.

In December 2019, proposed performance standards were identified, calculated and shared with CTE Administrators, showing proposed State-level measures and standards, and how public school unit (PSU) standards and levels would be calculated from those.

Thirty-four meetings were held with administrators and other personnel to:

Discuss the timelines and major decisions to be made about the State Plan.

Review the requirements and options for indicator measures and standards.

Formulate initial performance review measures.

Gather input and review performance measures and standards.

Discuss State and local operational implications of the measures and standards.

These activities provided access to information and participation in decision making.

The Governor of North Carolina approved of the state plan and his letter of approval is attached to this section in the supporting documents.

- 2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)–(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)**

The State will allocate funds in accordance with North Carolina General Statute 115C-158 and through cooperative agreements between the North Carolina Department of Public Instruction (NCDPI) and the North Carolina Community College System (NCCCS). Both agencies have agreed that the funds are split with 66.67 percent for the secondary program and

33.33 percent for the postsecondary program. No State agency found that a portion of the State Plan was objectionable.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

Notification of the public hearings for the State Plan for Career and Technical Education (CTE) were distributed in advance to superintendents', principals', and teachers' listserves; CTE administrators; community college presidents, North Carolina Workforce Development Commission members, Workforce Development Boards, the Governor's Office, and legislators.

In addition, the notification of the public hearings was placed on the North Carolina Department of Public Instruction (NCDPI) and North Carolina Community College System (NCCCS) websites.

State Plan, Program Year 2024–2025

North Carolina

Narrative Descriptions – Program Administration and Implementation

1. State's Vision for Education and Workforce Development

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)**

Secondary

Consultants use State and regional employment information to determine whether programs of study are included in the North Carolina Career Pathways, which are sequences of CTE courses. Workforce development activities support the current or emerging need for employees in the occupational field in order for the course or program to be included.

Postsecondary

Career and technical advisory committees, at both the local and State levels, are key in developing and upgrading curricula to meet the needs of business and industry. Through the use of labor market data provided by various Federal, State and proprietary entities, colleges are able to identify occupational growth or decline in their service areas, and thus add or delete education programs. The colleges' links with local business and industry communities are close and mutually beneficial. Often, industry approaches the colleges as training needs arise.

Before a college can add a new program, it must first survey local industry to determine the number of jobs projected to be available and the entry-level salary ranges. A survey of the community, including high school students, current college enrollees, and current employees is conducted in order to determine interest and demand for the offering. Advisory committees representing business and industry and workforce boards list the skills and competencies necessary for the occupation, and curricula are developed around those identified skills. Programs are approved by the State Board of Community Colleges following the State curriculum review process. Additionally, program reviews are conducted every 3 years, which includes business and industry input to ensure alignment with employer needs.

- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

North Carolina's strategic vision and goals for preparing an educated and skilled workforce are captured in a new statewide postsecondary educational attainment goal, the strategic plans approved by the governing boards of the secondary and postsecondary educational systems, and the strategic plan for the WIOA-supported workforce system, NCWorks.

myFutureNC Commission Shared Attainment Goal (2019-2030)

Representatives of North Carolina's public and private sectors, including the Governor, General Assembly (leaders of both chambers), and education and workforce governing boards/executive leadership adopted a shared postsecondary educational attainment goal in 2019: "Ensure that by 2030, 2 million North Carolinians (age 25–44) have a high-quality postsecondary degree or credential."

This goal was set by the myFutureNC Commission", which includes the Superintendent of Public Instruction, the President of the Community College System (co-chair), and a variety of leaders from education, business, and workforce development.

Per the www.myFutureNC.org website: "Our Education System and Economy Are Out of Sync. As our economy grows, the vast majority of new jobs require more than a high school diploma—something that less than half of North Carolinians ages

25-44, and even fewer from economically disadvantaged backgrounds, currently have.”

State Board of Education Strategic Plan

The State Board of Education has also a new strategic plan that went into effect in 2020:

Eliminate opportunity gaps between students by 2025.

Improve school and district performance by 2025.

Increase educator preparedness to meet the needs of every child by 2025.

There is an updated Vision as part of the proposed new plan, which aligns with the concept of pathways that is part of the Perkins/CTE philosophy:

“Every public school student in North Carolina will be pushed to accept academic challenges, prepared to pursue a fulfilling pathway after graduating high school, and encouraged to become lifelong learners who will engage in a globally collaborative society.”

State Board of Community Colleges 2018-2022 Strategic Plan, “Putting Education to Work”

The goals in this strategic plan that relate most directly to education and workforce aims (as well as special populations) are as follows:

Student Interest and Access

Improve the understanding and perceived value of educational opportunities, including lifelong learning, offered by NC community colleges.

Increase student interest and success in industries experiencing skills gaps.

Identify and reduce access barriers for all prospective students, particularly ‘among underserved populations.

Clear and Supported Pathways for Progress and Success

2.1. Provide timely and accurate career exploration and academic planning opportunities.

2.3. Increase completion of credentials for successful transition to careers and/or further education.

2.4. Reduce achievement gaps for underserved students.

Economic and Workforce Impact

3.1. Collaborate with stakeholders to promote a workforce system that fosters innovation and establishes seamless connections among community colleges, K-12 education, universities, workforce and economic development partners, and business and industry.

3.2. Offer relevant, high-quality instructional programs that meet the needs of business and industry for existing and future jobs.

3.3. Increase student access to work experience.

University of North Carolina System’s 2017-2022 Strategic Plan, “Higher Expectations”

Access

Student Success

Affordability and Efficiency

Economic Impact and Community Engagement

Excellent and Diverse Institutions

NCWorks Commission’s 2019-2020 Strategic Plan “Preparing North Carolina’s Workforce for Today and Tomorrow

The Department of Public Instruction, Community College System, and University System are represented on the state's workforce development board, known in North Carolina as the NCWorks Commission. The short plan addresses four goals:

Prepare workers to succeed in the North Carolina economy by increasing skills and education attainment.

Create a workforce system that is responsive to the needs of the economy by fostering employer leadership.

Promote replication of creative solutions to challenging workforce problems by supporting local innovation.

Promote System Access, Alignment, Integration, and Modernization.

Consistent with the strategic plan of the NCWorks Commission, Governor Cooper's NC Job Ready workforce development priority actions fall under the core principles of skills and education attainment; employer leadership; and local innovation.

- c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

Secondary

NCDPI CTE will work through the agency's Office of Federal Programs to ensure joint planning and coordination for Perkins V and other Federal education programs. In addition, CTE will collaborate with Accountability Services to meet provisions of Every Student Succeeds Act. Data collection will be coordinated to avoid duplication whenever possible.

Postsecondary

The North Carolina Community College System will foster coordination at both State and local levels. The primary means at the State level are via the Commission on Workforce Development. At the local level, colleges are linked to One-Stop Centers and have signed memoranda of understanding with local Workforce Development Boards. These memoranda ensure that the colleges and Workforce Development Boards work together. Several of the State's One-Stop Centers are located on community college campuses. Colleges will also share their best practices in linking programs with "cross-participation" through conferences and professional meetings. Postsecondary Perkins at the community colleges will enter into an infrastructure funding memorandum of understanding where postsecondary support for the one-stop career center infrastructure will be supported.

There is a continuing effort at the postsecondary level to work with federally funded adult education programs to develop strategies for enrolling English-as-a-second language, basic-skills, and adult high-school students into curriculum CTE Programs.

- d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)**

Not more than ten percent of the total funds will be used to carry out State leadership activities. Within that ten percent, not more than one percent will be used for the State correctional institutions and not less than \$60,000 nor more than \$150,000 will be available for services that prepare individuals in secondary and postsecondary institutions for non-traditional gender fields; and the lesser of 0.1 percent of the funds or \$50,000 will be made available for the recruitment of special populations students. Not more than five percent will be used for the administration of the State Plan.

State leadership funds will be utilized for teacher training, curriculum improvement and alignment, statewide faculty professional development, and providing technical assistance. Examples of activities include new teacher induction, Career Development Coordinator (CDC), Coach and Instructional Management Coordinator (CIMC), Special Populations Coordinator (SPC), Directors meetings, regional meetings with Directors, CIMCs, CDCs, SPCs as well as Career Coaches, Curriculum alignment and improvement staff, curriculum coordinators, alignment of military credit for prior learning, work-based learning strategies, and career-awareness strategies.

2. Implementing Career and Technical Education Programs and Programs of Study

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

See attached "NC CTE Course Inventory" and "NCCCS Programs for CTE State Plan"

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1328 will—**

- i. promote continuous improvement in academic achievement and technical skill attainment;**
- ii. expand access to career and technical education for special populations; and**
- iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)**

- i. promote continuous improvement in academic achievement and technical skill attainment;**

Secondary

The North Carolina CTE Local Planning System is designed to assist public school units (PSUs) in planning effective and comprehensive CTE programs. It contains information about planning, required resources, instructional guidelines, and career pathway sector offerings. The document reflects the need for public school units to have flexibility to accommodate varying local patterns of organization, resources, and needs.

Local CTE administrators develop the local plan to outline specifics on the scope and quality of the local CTE program. NCDPI provides professional development to local administrators and teachers in the implementation of the Career Pathways. Additionally, eight regional CTE consultants provide ongoing technical assistance and professional development to local CTE personnel.

Postsecondary

Programs of study offered in any of North Carolina's community colleges must first meet the rigorous standards set by the State before students may be enrolled. The Curriculum Review Committee, a combination of NCCCS staff and appointed chief academic officers from local colleges, evaluates the merits of the proposed program and determines the viability of the proposed program through a uniform, state-approved process. Once approved by the State Board of Community Colleges, the college requesting the program may then offer it to students. Any other college, provided that certain other criteria are met, may then offer the same program. The process provides colleges with the flexibility to meet the unique needs of the employers in their service area while still ensuring that any course offered is of sufficient quality.

Advisory boards, consisting of local employers, industry and community representatives, also play a vital role in guiding the implementation of CTE programming. These committees meet regularly with college faculty and administration to ensure the programs are meeting the needs of industry and the community.

Programs that have served their useful life but may no longer be appropriate for the community, are also reviewed by the State. To determine which programs should no longer be offered, an accountability system is in place to determine participation rates and need. When minimum standards are no longer met, the State may recommend closing programs at individual colleges rather than statewide. This process ensures that colleges and communities that still need the program may continue to offer the program.

- ii. expand access to career and technical education for special populations; and**

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.

North Carolina identifies members of special populations as defined in Perkins V § 3(48) as follows: (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including low-income youth and adults; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) out-of-workforce individuals; (F) English learners; (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); (H) youth who are in, or have aged out of, the foster care system, and (I) youth with a parent who (i) is a member of the armed forces [Title 10 U.S.C. 101(a)(4)] and (ii) is on active duty [Title 10 U.S.C. 101(d)(1)]; (J) Nontraditional students as outlined in the North Carolina Nontraditional Occupation List found in the Appendix for the secondary and post-secondary CTE programs.

Students experiencing homelessness are included in special populations for CTE. Their protection under the federal McKinney-Vento Homeless Assistance Act will ensure their continued enrollment and academic success. Through the collaborative efforts among liaisons in NC PSUs and CTE departments, student achievement will be enhanced. To expand access to CTE courses the following strategies will be implemented in all PSUs to include the middle schools and high schools:

Ongoing collaborative programs to educate CTE directors and staff about the provisions of the McKinney-Vento Homeless Assistance Act.

Ensure students experiencing homelessness in middle school are introduced to CTE courses.

Provide additional supports and services for those identified students 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 will foster the development of a career development plan for every high school student identified through post-secondary.

Provide students with access to transportation to complete required work-based learning opportunities.

Ensure students have access to technology resources during and after school.

Introduce students to non-traditional career paths.

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

The 2018 Employer Needs Survey, created by the NC Department of Commerce, reports that 49 percent of employers seeking entry-level employees list *soft skills* as lacking in job candidates. Applicants' lack of employability was the top reason (65%) reported by employers experiencing hiring difficulties. These soft skills and employability traits are included in the North Carolina CTE Curriculum Standards. CTE business and industry partners, and CTSOs encourage the use of the term *essential skills* or *essential employability skills* rather than *soft skills*.

Meeting the goal to provide a career and college ready NC workforce through the K-14 pipeline, NC CTE will provide a consistent and common language for identification of these "essential employability skills" in course user guides (6EESkills sheet). For adapted/developed curriculum, the "essential employability skills" may additionally be noted in curriculum guides.

Secondary CTE has identified these six common essential employability skills.

1. Communication
2. Ethics
3. Problem-Solving
4. Professionalism
5. Resource Management

6. Teamwork

At the postsecondary level, fundamental competencies that address employability skills vital to the employability, personal, and professional success of students are outlined in each program of study and include such topics as:

- Interpersonal Skills and Teamwork;
- Communication;
- Integrity and professionalism;
- Problem-solving, initiative and expandability,
- Information processing,
- Adaptability and
- Lifelong learning and entrepreneurship.

- In the Employability Skills Alignment Project (ESAP), a recent work commissioned by Perkins, conducted a statewide employer survey to determine these competencies and developed online learning modules for key competencies to be incorporated into CTE programs of study.

c. Describe how the eligible agency will—

- i. **make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**
- ii. **facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;**
- iii. **use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;**
- iv. **ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;**
- v. **coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**
- vi. **support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and**
- vii. **improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**

i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

The North Carolina Department of Public Instruction will disseminate information on approved programs of study and career pathways to students, parents, and educators through a public course management system. The system will display a webpage of pathway course offerings aligned to the CIP code for the career pathway occupation. The system will highlight work-based learning opportunities, CTSO alignment, and dual-enrollment program opportunities for each career pathway. public school units (PSUs) and community colleges will provide information among eligible recipients in the

development and coordination of career and technical education programs of study and career pathways.

North Carolina has a statewide articulation agreement that grants college credit for the successful completion of certain high school courses. This statewide agreement encourages and provides a guide for the development of local articulation agreements between PSUs and individual colleges.

North Carolina offers secondary students an opportunity to earn college credit in over 1500 approved career pathways in 270 programs of study through the dual-enrollment program called Career and College Promise (<https://www.nccommunitycolleges.edu/academic-programs/nc-community-college-system-catalog>). The community college CTE courses and programs are published annually in the NC Community College System Catalog (<https://www.nccommunitycolleges.edu/academic-programs/nc-community-college-system-catalog>), which is posted on the state website. Individual colleges publish their course offerings on their own websites as well as printed and delivered throughout their service area. Colleges publish their course offerings in languages reflecting the population in their service area.

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

Secondary

As career pathways programs of study are being developed, a pathway advisory group made up of leaders in the field including teachers, teacher-educators, CTE administrators and business and industry representatives are brought together to assess the need to improve or develop courses or course sequences. Course design teams identify new and emerging occupational opportunities to be developed into CTE courses or course sequences.

Additionally, course design teams acquire or revise existing courses to reflect current content and skills. The following products are developed by course design teams:

- Course blueprints (essential standards and objectives)
- Course content details
- Instructional activities
- Proof-of-learning measurements

Secondary CTE programs prepare students for opportunities in postsecondary education or entry into high-skill, high-wage jobs in current and emerging occupations. These programs will:

- Implement the State Board policy.
- Encourage each student with a concentration in CTE to take a rigorous academic core.
- Continue a statewide articulation agreement, building on existing programs between public secondary schools and postsecondary institutions, and concurrent enrollment initiatives.
- Establish further development of dual-enrollment opportunities.
- Maintain and develop state-supported curriculum that meets the needs and standards of business/industry.
- Align state-supported curriculum with national skills standards, national curriculum standards, and industry standards where appropriate.
- Develop appropriate course proof-of-learning measurements for students. An NC CTE course proof-of-learning can include a credential, a performance-based measurement (including project-based measurements and CTSO competitive events), or a multiple-choice assessment.
- Use the CTE Instructional Management System to manage proofs of learning of students in CTE courses.
- Use state, regional and local labor-market data to help make program-offering decisions.
- Conduct staff development for secondary CTE teachers.
- Further implement programs within the secondary schools that are industry-recognized and issue certificates of skill attainment.

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.

All secondary students in CTE are required to have a Career Development Plan. Public school units provide career development services to students through a number of activities and services including:

- Career development and academic counseling by Career Development Coordinators and School Counselors
- Career interest inventories and assessments
- Individual and group career development planning
- Career fairs
- Work-based learning opportunities such as job shadowing, internships, clinical experiences, and apprenticeships

To ensure success of students, public school units provide tutoring services, academic intervention services, and remediation through a number of non-CTE funding sources. 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.

Postsecondary

Students regularly admitted to a program of study at one of the community colleges are required to take placement exams before enrolling in classes. This testing identifies academic deficiencies that may prevent students from academic success in their career pathway course of study. Students not testing at minimum thresholds are enrolled in developmental courses to improve requisite skills.

Many community colleges employ Career Coaches, who work in the area high schools. The Career Coaches work to reduce barriers to postsecondary education. The student has the responsibility to perform academically; however, there are options for students not performing to the expectation of the student or instructor. Some of the common options include tutoring, academic skills workshops, skills labs, career counseling, and support groups.

In regard to special populations, all students at the community colleges have the same access to resources and opportunities, including students from special populations. Most colleges employ special population coordinators who address the needs of all students who may have barriers to education. These coordinators place an additional emphasis on students who enroll in CTE programs of study.

College students who may be eligible for these services must self-identify to the college in order to receive the services. When needed, accommodations are made to eliminate barriers for special populations students. The colleges may direct local Perkins funds to support this. Accommodations may include, but are not limited to, assistive technology, interpreters, tutors, and signers.

Making students aware of these opportunities starts with the orientation programs, in which colleges require incoming students to participate. Also available is the ACA 115 course, which is designed to arm students with the tools needed to succeed in postsecondary education, including explanation of the student services offered and how to access those services. Some services provided include career interest assessments; career fairs; and work-based learning opportunities, such as job shadowing, cooperative experiences, and internships. Faculty referral is also a common means of informing students of these services.

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

State K-14 CTE Pathways have been developed to include two courses identified for completion of a concentration. Additional courses have been linked to the pathway to allow students to complete a major. Additional courses for majors include additional courses in the area, work-based learning, articulated courses, and courses offered through North Carolina Career and College Promise. Additional local pathways may be submitted for approval. The additional pathways must align to state, regional, or local in-demand industry sectors or occupations identified by the state workforce

development board or local workforce development board.

In North Carolina, NCWorks Certified Career Pathways are created by regional and local teams that consist of engaged employers, workforce development boards, high schools, and community colleges. Certified Career Pathways are integrated, seamless systems of education and workforce development programs, initiatives and resources. Certified Career Pathways focus on matching worker preparation to employer need in high-demand occupations. Many colleges align their programs to these certified career pathways. All pathways were certified by an interagency review board including secondary and postsecondary state staff.

The following criteria are required for NCWorks Certified Career Pathway certification:

- Demand-Driven and Data-Informed: Data supporting the creation of the pathway and alignment to existing or future need
- Employer Engagement: Demonstrated employer support
- Collaborative: Demonstrated region-wide support
- Career Awareness: Local career advising strategy/plan
- Articulation and Coordination: Articulation agreements
- Work-Based Learning: Work-based learning strategy/plan
- Multiple Entry/Exit Points: Pathway map
- Evaluation: Evaluation plan

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

The linkage between the NCDPI and NCCCS will be in the following areas: (1) Cooperative Endeavors; (2) Career Pathways/Clusters; and (3) Formation of Alliances.

Cooperative Endeavors

Maintain and revise the statewide NC High School to Community College Articulation Agreement between secondary and postsecondary institutions, thus allowing students to earn college credit for successful completion of certain high school courses

Support the continuation of the Career and College Promise program, enabling high school students to take college-level courses at local community colleges that grant college credit toward certifications, degrees, and diplomas

Maintain and expand secondary course sequences that recognize student completers with college credit toward certificates, degrees, and diplomas

Plan and conduct joint workshops, projects, committees, and task forces as needed

Career Pathways/Clusters

Improve career guidance and academic counseling through linked professional development and joint materials

Provide assistance to participating students while preparing for continuing their education, especially in nontraditional pathways

Ensure all course sequences integrate academic and technical concepts and skills

Support guidance personnel in the understanding and implementation of National Career Development Guidelines, the 16 Career Clusters, and the NC Career Pathways.

Improve the transfer of transcript information (especially articulated credit) between secondary and postsecondary institutions

Alliances

Develop and expand business and industry partnerships at the state and local levels

Promote mentoring strategies for educators and business and industry partners

Provide assistance to eligible recipients in developing local articulation agreements

Support continuation of work-based learning activities for secondary and postsecondary students

Seek support from parental groups/organizations, professional organizations, and organizations representing business and industry.

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

Secondary

State consultants work with public school units to submit an application that is in compliance with the Perkins V act. Approval of the local plan from eligible recipients is based upon the plan meeting the provisions of Section 134 of the Act. A copy of the secondary local application can be found in the Appendix.

Local plans must outline strategies for continuous improvement of results of performance indicators. These results are reported for each public school unit overall, by ESSA subgroups and academic disadvantages by concentrators. Administrators in each public school unit must develop strategies to address improvement of academic and technical skill attainment by each reported category. Public school units are required to complete a strategic plan as a part of the local planning process. The Local Planning System is currently being revised to reflect the emphasis on building a direct link to the state funding system inside the application.

Postsecondary

The State Board of Community Colleges shall require a local application from eligible recipients for all programs, services, and activities funded under section 112(a)(1) of the Act. A copy of the postsecondary local application appears in Appendix.

The State CTE staff provides technical assistance to colleges in preparation and implementation of the application. Approval of the local applications will be based on the content of the application as required in Section 134 of the Act. Local Plans will be evaluated for ability to show continuous improvement and ability to meet negotiated levels of performance. Technical skill attainment is another measure by which the colleges monitor progress. In particular, programs with industry-recognized tests are examined regularly by the college and by the State. For programs without this testing, the State will use GPA to continuously monitor progress in student technical skill attainment. The colleges may direct funds to professional development opportunities for faculty so they may keep current in methods for improving technical skill attainment and the faculty may update their own technical skills.

To promote continuous improvement in academic achievement the following actions will take place.

The State will work with individual colleges to establish negotiated levels of performance.

The State provides colleges with valid and accessible data so the college can monitor their progress in each of the negotiated indicators.

The colleges will constantly monitor academic achievement in CTE courses.

Colleges monitor student achievement after completion of developmental courses.

The colleges will participate in professional development or technical assistance activities designed to improve academic achievement.

The colleges will identify and assist students from special populations and target funds to assist these students academically.

Colleges will identify and address current or emerging occupational opportunities through their institutional strategic planning process and other means determined by individual colleges. Once identified, the colleges will have opportunities to direct funds from their allotments to address training for these occupations provided that there is already a State-approved curriculum. The following are some of the methods that colleges will use to identify and address current and emerging occupational opportunities.

The use of local advisory groups and Workforce Development Boards to guide CTE programs.

The use of the Star Jobs program, which is the Department of Commerce's list of occupations that are projected to be in high demand.

Community and industry requests for and/or support of new CTE programs.

The use of curriculum improvement projects (CIP), State-funded projects designed to update programs.

The use of online education to provide better student access to training opportunities, increasing the number of students available for the occupational opportunity.

The use of shared curricula to hasten the speed at which a college can begin new (to the college) courses.

The use of shared courses, through the North Carolina Information Highway, to allow colleges to enroll students in courses offered at other institutions without leaving their home college campus.

d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Career and College Promise (CCP) is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual or concurrent credit - meeting high school graduation requirements with college courses.

Career and College Promise offers students the option to choose from these pathways:

College Transfer - Designed for students planning to continue their educational career beyond high school to eventually achieve an Associate's or Bachelor's degree at a community college or university.

Career and Technical Education - Allows students to begin a certificate, diploma, or AAS program in a particular technical field or career area.

Cooperative Innovative High Schools - North Carolina's early colleges and other innovative schools are small public high schools, usually located on the campus of a university or community college, where students simultaneously work toward completion of both the high school diploma and an associate's degree, transferrable credit, or certificate.

Career and College Promise offers North Carolina high school students the option to pursue educational and career goals of their choice using a rigorous yet supportive structure designed to help them become successful. Currently enrolled North Carolina high school students who meet the eligibility criteria for their chosen career pathway can participate in CCP College Transfer and CTE pathways, including home school students and private school students. Students who have already graduated from high school are not eligible. For eligibility information, see the NC Community College's operating guidelines at www.nccommunitycolleges.edu/academic-programs/career-college-promise. Rising ninth graders and currently enrolled high school students may apply for enrollment in a Cooperative Innovative High School located in their school district.

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

Secondary

The State will coordinate efforts to actively involve parents, teachers, local businesses (including small- and medium-sized business), and labor organizations in the planning, development, implementation, and evaluation of CTE programs. These stakeholders will be involved in face-to-face meetings, review of hard copies of documents and review of documents shared electronically in the following ways:

Serve as a stakeholder in the development of local plans and comprehensive local needs assessments.

Serve in an advisory capacity in the development of curriculum products.

Serve in an advisory capacity on the curriculum acquisition teams.

Serve in an advisory capacity on the teams developing equipment and facilities standards for each course

Participation in the on-going evaluation of curriculum products via focus groups and evaluation forms.

Providing technical update for appropriate groups to implement programs, especially in the implementation of programs for special populations.

Providing technical update on emerging careers.

Providing leadership development opportunities for Intracurricular Career and Technical Student Organizations.

Serve as mentors for students matriculating in NC Career Pathways.

Providing work-based learning opportunities for Career Pathway students

Service as judges at Career and Technical Student Organization competitive events.

Service as evaluators of CTE programs and student achievement.

Public school units will be encouraged to use the same strategies as those of the State to involve the various groups. They also will be encouraged to use local Workforce Development Boards in the planning, development, implementation, and evaluation of CTE programs.

Postsecondary

CTE programs are upgraded, developed, and evaluated with full input from students, faculty, representatives of the business community, and the at-large population in the college community. Programs are upgraded based on changes in technology and community need. The goal is to formally upgrade programs every five years. Faculty are provided the necessary training to implement the upgraded curricula. New programs are established as a response to local, regional, national, and international labor markets. Curricula are designed and developed with input from the business community to ensure that students gain the skills and proficiencies needed for employment.

Colleges must be responsive to business and industry needs within their community and are required to review all curriculum programs and services annually using a standard survey. Part of this survey includes satisfaction from employers as well as students' satisfaction with their courses.

New programs are developed only after extensive surveys to assess need for such programs. As has been the practice, a great deal of input is requested from area industry, but increasingly global market needs are taken into consideration. Business and industry are instrumental in identifying the skills and competencies needed for student success. From those identified competencies and skills, the curriculum is developed and approved. Advisory committees consisting of counselors, parents, teachers, and business remain active and continue to provide input for the course or program.

- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.**

The local application can be viewed at <https://ccip.schools.nc.gov>.

- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.**

The secondary and postsecondary comprehensive local needs assessments are included in the Prior Appendix.

- h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

Size

In North Carolina, size is defined as offering a minimum of three Career Pathways. This includes the capacity of curriculum course work to adequately meet student demand and the needs of business in industry in the regional labor market area.

The Career Pathway document provides maximum class size recommendation and the facilities and equipment guides provide additional guidance for CTE program planning and implementation.

Scope

In North Carolina, scope is defined as the curriculum courses aligned and sequenced in an educationally sound way with stackable credentials to build high-skilled individuals capable of earning a postsecondary credential and a sustainable wage. At the secondary level, PSUs are required to select state developed Career Pathway course sequence options aligned to state, regional and/or local needs. PSUs may also submit local course options for state approval to align with selected Career Pathway. The CTE Essential Standards document and Career Pathway Guide provide additional guidance for extended learning such as student credentialing, CTSSO participation and WBL opportunities.

Quality

Secondary

In North Carolina, the Comprehensive Local Needs Assessment not only includes the requirements to be addressed as defined by Perkins V, but also includes researched-based elements of a high-quality CTE program. Developing strategies and activities to improve these elements moves a local CTE program toward a full implementation of a high-quality CTE program.

Postsecondary

A CTE Program of study that is mapped to Southern Association of Colleges and Schools Commission of Colleges (SACSCOC) accreditation standards that adequately prepares students for a certificate, diploma or degree and employment.

3. Meeting the Needs of Special Populations

- a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—**
 - i. will be provided with equal access to activities assisted under this Act;**
 - ii. will not be discriminated against on the basis of status as a member of a special population;**
 - iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113,**
 - iv. will be provided with appropriate accommodations; and**
 - v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**
- i. will be provided with equal access to activities assisted under this Act;**

North Carolina identifies members of special populations as defined in Perkins V § 3(48) as follows:

(A) individuals with disabilities;

(B) individuals from economically disadvantaged families, including low-income youth and adults;

(C) individuals preparing for non-traditional fields;

(D) single parents, including single pregnant women;

(E) out-of-workforce individuals;

(F) English learners;

(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

(H) youth who are in, or have aged out of, the foster care system, and

(I) youth with a parent who (i) is a member of the armed forces [Title 10 U.S.C. 101(a)(4)] and (ii) is on active duty [Title 10 U.S.C. 101(d)(1)];

(J) Non-Traditional gender programs of study as outlined in the secondary course list and postsecondary program list found in the Appendix.

North Carolina will ensure that all members of special populations will be provided with equal access to activities under this Act by conducting annual monitoring visits to Public School Units (PSU) 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 CTE programs.

North Carolina will collaborate with state-level stakeholders to ensure that all members of special populations are supported within their CTE programs while ensuring that their respective federal laws are being followed. Federal laws include, but are not limited to, Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), and Workforce Innovation and Opportunities Act (WIOA).

North Carolina will continuously provide technical assistance to public school units and community colleges through professional development, electronic communications and phone calls. Technical assistance to community colleges regularly includes how programs can recruit non-traditional students by race and gender. Professional development has been and will continue to be offered to community college faculty and staff on eliminating barriers and creating inclusivity to students of special populations.

The North Carolina Department of Public Instruction (NCDPI) will maintain its services to students with academic disadvantages within the special populations classification. The activities may begin as early as sixth grade in the public school units offering middle grades CTE programs. Students and their parents will be informed of the middle grades courses prior to their enrollment into the program. Public school units may employ Special Populations Coordinators (SPCs) and Career Development Coordinators (CDCs) to provide outreach activities in Exceptional Children classes and on an individual basis when needed.

The mission of the North Carolina Community College System is to open the door to high quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, and improve the lives and well-being of individuals by providing:

- education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs;
- support for economic development through services to and in partnership with business and industry; and
- services to communities and individuals which improve the quality of life.

ii. will not be discriminated against on the basis of status as a member of a special population;

North Carolina will ensure that all members of special populations will not be discriminated against on the basis of status as a member of special populations by conducting annual 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 (CTE) programs.

The U.S. Department of Education, Office for Civil Rights (OCR), requires the North Carolina Department of Public Instruction and the North Carolina Community College System to conduct site visits as part of its Methods of Administration (MOA) program, which monitors civil rights compliance of public school units and community colleges that receive federal funding. The purpose of onsite reviews is to conduct a comprehensive assessment of the selected CTE programs, as well as all facilities housing CTE programs or used by CTE-enrolled students to ensure compliance with the following federal civil rights authorities and regulations. Federal law requires that all PSUs and community colleges receiving funding support from the U.S. Education Department, and providing CTE programs shall comply with:

Title VI of the Civil Rights Act of 1964 (prohibiting discrimination based on race, color, and national origin) 34 CFR Part 100;

Title IX of the Education Amendments of 1972 (prohibiting discrimination based on sex) 34 CFR Part 106;

Section 504 of the Rehabilitation Act of 1973 (prohibiting discrimination based on disability) 34 CFR Part 104;

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap, published in the Federal Register March 21, 1979; and

U.S. Department of Justice regulations implementing Title II of the Americans with Disabilities Act of 1990 (Title II), 28 CFR

North Carolina will ensure that students will not be discriminated against on the basis of status as a member of special populations by ensuring that public school units and community colleges provide students and the public with publications stating their non-discrimination policy. Publications include, but are not limited to, annual and continuous notices posted electronically (i.e. websites) and within promotional material of CTE programs.

Community college students self-identify as a member of a special population. Collection methods are being developed to ask students for this information. Students will be assured that this information will remain private. Additionally, North Carolina will collaborate with the data collection system representatives at both the secondary and postsecondary level to ensure that special population identifiers do not have an adverse effect on CTE program enrollment.

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

North Carolina will ensure that special populations will be 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.

iv. will be provided with appropriate accommodations; and Special populations students are provided equal opportunity to participate in all Career Pathway Programs of Study aligned to their selected occupational goals. The State will continue to disaggregate performance by all special population's areas. The special population performance data is analyzed, and operations are assessed accordingly at the state and local levels.

State CTE staff will work with public school units and community colleges to ensure that students participate in programs of study aligned to their selected occupation goals.

Special Populations performance data are included in the Perkins Data Portal for the colleges to assess their performance and identify any gaps. <https://www.ncperkins.org/data>

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

North Carolina will ensure that instruction and work-based learning opportunities will be provided in integrated settings that support competitive, integrated employment by monitoring the delivery of instruction and development of work-based learning (WBL) activities through applying Perkins V and MOA regulations. Monitoring visits, desk audits, technical assistance, and professional development opportunities will ensure that public school units and community colleges are offering equitable CTE opportunities and educating their WBL stakeholders of the educational laws that are applicable to students participating in those opportunities.

North Carolina will work closely with state-level stakeholders to ensure that instruction and WBL activities comply with IDEA and WIOA when applicable to members of special populations.

4. Preparing Teachers and Faculty

a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

North Carolina CTE will support the recruitment and preparation of secondary teachers through providing timely professional development activities, events, and resources aligned to content or specialty area of the CTE teacher, support personnel, and administrators. Delivery methods will include online modules, face-to-face, and webinars at the state, regional, and local levels.

The professional development activities will include, but are not limited to, the following.

New Teacher Induction - CTE Curriculum and Instruction; Resources, Work-based Learning, and Support; and CTSO Experience are the three modules new CTE teachers are required to complete within their first 3 years.

CTE Summer Conference - is the annual face-to-face CTE professional development event that includes training on new CTE curriculum, statewide CTE updates, content and specialty area-specific concurrent sessions.

New coordinators of support programs in the areas of Career Development, Curriculum and Instruction, and Special Populations are required to attend the area-specific Induction programs.

NC CTE state consultant staff will conduct content-specific professional development for PSUs at the request of PSUs.

NC CTE state consultant staff will provide or facilitate delivery of industry content-specific professional development to keep teachers, support staff, and administrators current with business/industry needs.

A Special Populations Coordinator course was developed and will be piloted to address the specific content knowledge needs of Special Populations.

Career Development Coordinators (CDC) will be required to complete the Facilitating Career Development course to meet CDC licensure requirements.

Civil Rights training will be offered for teachers, support staff, and administrators to facilitate their awareness of how to ensure students have access and equity in CTE programs and services.

School counselors and support staff will attend collaborative trainings to ensure that each area is abreast of the services, support, and resources available.

New CTE Directors will complete the Directors Internship I
& II to meet licensure requirements.

Each college utilizes its own strategies for the recruitment and retention of quality CTE faculty and counselors. Many colleges will provide these employees professional development opportunities, advanced education, and flexible scheduling. Professional development offered to staff could include:

Faculty participation in externships

Faculty exchanges

Teach to Lead program

Eliminating Barriers workshop

Multi-generational workshop

NC-NET adjunct faculty induction course on <https://www.nc-net.info/>

CDC and Career Coach training

Special Populations Coordinator training

Assistive technologies webinars

Non trad (special populations) webinars

Student enrichment centers

"Disability Day"

Civil rights training and awareness training

Most colleges offer new employees a campus orientation that helps to welcome new staff and acclimate them to the campus. Some colleges provide mentors to guide new employees through issues that could otherwise become frustrating. For all faculty, but primarily designed for part-time instructors, is an Adjunct Faculty Toolkit, available through NC-NET, which is also designed to ease the transition to community college employment.

Individuals from groups underrepresented in teaching are actively recruited by the community colleges. Furthermore, there are several historically black colleges and universities (HBCU) spread across the state. Recruitment of faculty and staff from HBCUs has proven a successful strategy for the recruitment of underrepresented groups.

Narrative Descriptions – Fiscal Responsibility

- Secondary*

The Local Application System will indicate the approved status to the public school unit. Amendments are done as needed and follow the same workflow as the initial application for approval.

Modifications to the plan and budget are submitted by the college Perkins contact and Chief Financial Officer, and approved by the state CTE Coordinator and state postsecondary CTE Director.

- Promotion of skill attainment will be addressed in the North Carolina Local Application. The performance indicators address

quality measures for concentrator credential attainment and CTE participant course-level proofs of learning. Local education agencies and colleges will be required to analyze their local achievement data and write strategies to address identified needs.

c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

The Comprehensive Local Needs Assessment process in North Carolina requires stakeholder input. Local districts and colleges will select a variety of stakeholders to include representatives from business, industry, economic development, and higher education to consider local economic and education needs.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

- a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**
- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

The State will allocate funds in accordance with North Carolina General Statute 115C-158 and through cooperative agreements between the North Carolina Department of Public Instruction (NCDPI) and the North Carolina Community College System (NCCCS). Both agencies have agreed that the funds are split with 66 2/3 percent for the secondary program and 33 1/3 percent for the postsecondary program. No State agency found that a portion of the State Plan was objectionable.

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

North Carolina will continue the grant process by soliciting eligible consortia through a competitive request for proposal process.

Postsecondary:

Postsecondary funds are distributed to community colleges based on students enrolled in career and technical education programs of study and receiving Pell or BIA funding. Colleges generating less than \$50,000 based on the formula may form consortia with a college generating more than \$50,000. These college will conduct local comprehensive needs assessments and then blend their needs assessment to identify programs that are mutually beneficial to the combined service area.

Consortia will develop an memorandum of understanding outline services that are mutually beneficial to each college and their regions and will hold quarterly meetings to update each other on their CTE programs of study, look for ways to develop one + one programs of study, enhance career counseling and work based learning, and determine services that may be mutually beneficial to the combined service area.

Secondary:

Under Section 131 (c) public school units earning less than \$15,000 based on the formula described in section C of this plan may enter a consortium with other public school units. School districts entering a consortium will be required to complete the comprehensive locals needs assessment jointly to identify the greatest needs of the consortium. The identified needs will drive the development of the consortiums local application and budget development to work towards the improvement of their CTE programs. The consortium will develop a memorandum of understanding outlining the responsibilities of each school district and how the funding will be used to support their CTE programs aligned to their local application. School districts participating in the consortium will hold quarterly meetings to ensure the objectives of their local application are being met.

3. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Waivers may be granted for more equitable distribution for public school units that are: 1) located in a rural, sparsely populated area; or 2) is a public charter school operating secondary school CTE programs; and demonstrates that the public school unit is unable to enter into a consortium for purposes of providing activities under this part. The allocation for public school units and charter schools will be adjusted according to the U. S. Department of Education recommended formula.

A charter school must submit an application by the application deadline date and serve grades 6-12 in order to receive funding. Redistribution of amounts that are not allocated by reason [Section 131 (c)(1)-(2)] shall be redistributed to local educational agencies according to the U. S. Department of Education recommended formula.

4. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

- a. include a proposal for such an alternative formula; and
- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1328 will—

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

NCDPI will allocate funds in accordance with the methods described in Sections 131 (a)-(c) and 132 (a)(2) of the Act. No alternative method is proposed for secondary or postsecondary funds. NCDPI has not received approval for a waiver under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

5. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

- a. include a proposal for such an alternative formula; and
- b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

NCCCS will allocate funds in accordance with the methods described in Sections 131 (a)-(c) and 132 (a)(2) of the Act. No alternative method is proposed for secondary or postsecondary funds. NCCCS has not received approval for a waiver under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

6. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

N/A

7. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

In State fiscal year 2023 (7/1/22 to 6/30/23) North Carolina's final maintenance of effort was \$991,907,323.83 (includes both programmatic funds and state administration match funds). We are not electing to reduce this by 5% pursuant to section 211 (b)(1)(D) of Perkins V and will not be establishing a new baseline in State fiscal year 2024 (7/1/23 to 6/30/24).

Aggregate State Support Amount	Approximate Number of Students	State Support Per Pupil
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Secondary State Aid (PRC014)		
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\$ 483,958,437.83		
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	548,010	
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		\$ 883.12
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Post-Secondary State Aid

\$ 507,948,886.00

107,014

\$ 4,746.56

State Plan, Program Year 2024–2025

North Carolina

Narrative Descriptions – Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
 - a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
 - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

1S1 Four-Year Graduation Rate: Section 113(b)(2)(A)(i)(I) – “The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965)”

Numerator: The unduplicated count of CTE concentrators in the current year’s cohort who were issued a diploma within the expected number of years as adopted under North Carolina’s ESSA Plan.

Denominator: The unduplicated count of CTE concentrators expected to graduate within four years as adopted under North Carolina’s ESSA Plan.

2S1 Academic Proficiency in Reading/Language Arts: Section 113(b)(2)(A)(ii) – “The percentage of CTE concentrators who graduate high school, as measured by CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.”

Numerator: The unduplicated count of CTE concentrators with academic achievement levels of 4 or 5 (Career and College Ready) in reading/language arts performance data as adopted under North Carolina’s ESSA Plan.

Denominator: The unduplicated count of CTE concentrators in the reporting year with academic achievement levels of Not Proficient, 3, 4 or 5 in reading/language arts performance data as adopted under North Carolina’s ESSA Plan.

2S2 Academic Proficiency in Mathematics: Section 113(b)(2)(A)(ii) – “The percentage of CTE concentrators who graduate high school, as measured by CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.”

Numerator: The unduplicated count of CTE concentrators with academic achievement levels of 4 or 5 (Career and College Ready) in mathematics performance data as adopted under North Carolina’s ESSA Plan.

Denominator: The unduplicated count of CTE concentrators in the reporting year with academic achievement levels of Not Proficient, 3, 4 or 5 in mathematics performance data as adopted under North Carolina’s ESSA Plan.

2S3 Academic Proficiency in Science: Section 113(b)(2)(A)(ii) – “The percentage of CTE concentrators who graduate high school, as measured by CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.”

Numerator: The unduplicated count of CTE concentrators with academic achievement levels of 4 or 5 (Career and College Ready) in science performance data as adopted under North Carolina’s ESSA Plan.

Denominator: The unduplicated count of CTE concentrators in the reporting year with academic achievement levels of Not Proficient, 3, 4 or 5 in science performance data as adopted under North Carolina's ESSA Plan.

3S1 Postsecondary Placement: Section 113(b)(2)(A)(iii) – “The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.”

Numerator: The unduplicated count of CTE concentrators who graduated in the previous reporting year who in the second quarter after exiting secondary education reported placement in advanced training, military service, national or community service, Peace Corps, employment, or postsecondary education.

Denominator: The unduplicated count of CTE concentrators who graduated in the previous reporting year.

4S1 Non-traditional Program Concentration: Section 113(b)(2)(A)(v) – “The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.”

Numerator: Number of CTE concentrators in the reporting year from underrepresented gender groups in career and technical education programs and programs of study that lead to non-traditional fields. Males shall be counted only if they took a nontraditional course for males. Females shall be counted only if they took a nontraditional course for females.

Denominator: Number of CTE concentrators in the reporting year in a CTE program or program of study that leads to a nontraditional field, during the reporting year. Does not consider whether the course is nontraditional for males or females.

5S1 Program Quality – Attained Recognized Postsecondary Credential: Section 113(b)(2)(A)(iv)(I)(aa)) – “The percentage of CTE concentrators graduating from high school having attained a postsecondary credential”.

Numerator: The unduplicated count of CTE concentrators from the current year's cohort who earned a diploma within the expected number of years as adopted under North Carolina's ESSA Plan and attained a recognized postsecondary credential that was aligned to a course with a career pathway.

Denominator: The unduplicated count of CTE concentrators from the current year's cohort who earned a diploma within the expected number of years as adopted under North Carolina's ESSA Plan.

5S4 Program Quality – Other: Section 113(b)(2)(A)(iv)(II) – “Indicators of career and technical education program quality as follows: That may include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State.”

Numerator: The duplicated count of CTE participants in grades 9 to 13 in the reporting year who meet the CTE membership and meet proficiency on the Proof of Learning (POL) including a Performance Based Measure (PBM), CTE State Assessment (CTESA)/third party/local (local course assessments).

Denominator: The duplicated count of CTE participants in the reporting year who meet the CTE membership criteria.

1P1 Postsecondary Retention and Placement: Section 113(b)(2)(B)(i): “The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.”

Sources: Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file; Employment Wage Records; National Student Clearinghouse

Numerator: Students who remained enrolled at a community college, or transferred to another postsecondary program, or were found to have a record of employment in the second quarter following program completion.

Denominator: CTE Concentrators who completed a CTE program during the previous year.

2P1 Credential, Certificate or Diploma: Section 113(b)(2)(B)(ii): “The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.”

Sources: Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file.

Numerator: Students who graduated with a certificate, diploma, or a degree.

Denominator: CTE Concentrators from the previous year who completed a CTE program.

3P1 Non-traditional Program Enrollment: Section 113(b)(2)(B)(iii): "The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields."

Sources: Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file; National Alliance for Partnerships in Equity (NAPE) Nontraditional Crosswalk that is loaded in the Data Warehouse.

Numerator: Students whose gender does not match the majority gender in the program area.

Denominator: CTE Concentrators, not including inmates, who are enrolled in a gender-nontraditional program.

- 2. Provide on the form in Step 4b, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)**

See attached file named "SDPL".

- 3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—**

- a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);**
- b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**
- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).**

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

a. Notification of the public hearings for the State determined levels of performance for Career and Technical Education (CTE) were distributed in advance to superintendents', principals' and teachers' listservs; CTE administrators; community college presidents, college CTE coordinators, North Carolina Workforce Development Commission members, Workforce Development Boards, the Governor's Office, and legislators. Copies of the notification of the public hearings was placed on the North Carolina Department of Public Instruction (NCDPI) and North Carolina Community College System (NCCCS) websites.

b. The performance indicators will be expressed in a percentage or numerical form and will be based on a point higher than the average performance of the past two years. With the case of the new definition of the concentrator the North Carolina Department of Public Instruction expects a potential unanticipated circumstances that may require revisions in accordance with clause. The unanticipated circumstance being the new definition of the concentrator will skew the average of anticipated concentrator counts. The State will evaluate these indicators each year as to continually make meaningful progress toward improving the performance of all career and technical education students. The State will use the levels of performance to advance the agency's goals as reflected in the State Plan. When adjustments are requested, the State will take into account how the levels of performance involved compare with the State levels of performance established for other states, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided. The indicators have been subject to a 60-day public comment process. The input collected from key stakeholders has been logged and improvements based on their contributions have been logged.

c. The State determined levels of performance set by the North Carolina Department of Public Instruction (NCDPI) and North Carolina Community College System (NCCCS) are based off of the prior two years average. Due to the application of the new concentrator definition, the North Carolina Department of Public Instruction (NCDPI) had to recalibrate student concentrators to determine the indicators.

- 4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

All public comment for the performance levels and the State Plan narrative can be found in the Appendix.

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),⁹ the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

Secondary: Each year, NCDPI CTE staff will analyze the state-level performance indicators to identify greatest opportunities for growth. Upon identification, the state CTE staff will use root cause analysis to determine the operational process improvement.

Postsecondary: Upon gap identified, each college will develop a performance improvement plan if below 90 percent of the negotiated level.