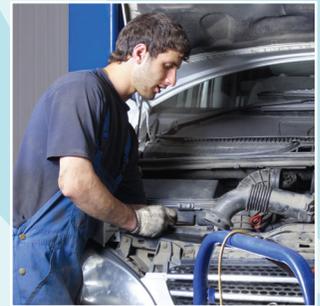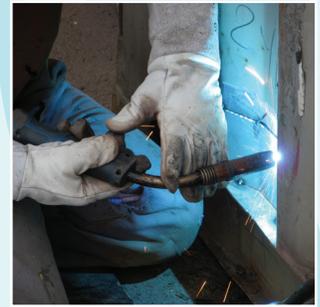# North Carolina
Career and Technical Education
State Plan

FY 2020-23

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

NC COMMUNITY COLLEGES
C R E A T I N G S U C C E S S

Learning that works for North Carolina
CTE

NC DEPARTMENT OF PUBLIC INSTRUCTION
Mark Johnson, State Superintendent / 301 N. Wilmington Street / Raleigh, North Carolina 27601-2825

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

Inquiries or complaints regarding discrimination issues should be directed to:
Joe Maimone, Chief of Staff
6307 Mail Service Center, Raleigh, NC 27699-6307 / Phone: (919) 807-3431 / Fax: (919) 807-3445

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State Board of Community Colleges

NC Community College System
Peter Hans, President
200 W. Jones Street, Raleigh NC27603-1379

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to postsecondary education, maximize student success, develop a globally and multiculturally competent workforce, 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 prebaccalaureate programs.
- Support for economic development through services to and in partnership with business and industry and in collaboration with the University of North Carolina System and private colleges and universities.
- Services to communities and individuals which improve the quality of life.

North Carolina Career and Technical Education State Plan Contents

U. S. Department of Education
Office of Career, Technical, and Adult Education

The Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan

I.   COVER PAGE

A.   State Name: North Carolina

B.   Eligible Agency (State Board) Submitting Plan on Behalf of State:
     North Carolina State Board of Education

C.   Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the "authorized representative" for the agency.

   1.   Name: Atkins "Trey" Michael

   2.   Official Position Title: North Carolina CTE Director

   3.   Agency: North Carolina Department of Public Instruction

   4.   Telephone: (919)807-3764   6. Email: Trey.Michael@dpi.nc.gov

D.   Individual serving as the State Director for Career and Technical Education:

   ☒ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.

   1.   Name:

   2.   Official Position Title:

   3.   Agency:

   4.   Telephone: (   )   5. Email:

E.   Type of Perkins V State Plan Submission - FY 2019 (*Check one*):

   ☒ 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will thencomplete Items G and J*

   ☐ State Plan (FY 2019-23) – *if an eligible agency selects this option, it will then complete itemsG, I, and J*

F.   Type of Perkins V State Plan Submission - *Subsequent Years* (*Check one*):[4]

☒ State Plan (FY 2020-23) - *if an eligible agency selects this option, it will then complete items H, I, and J*

☐ State Plan Revisions (Please indicate year of *submission:* _____) - *if an eligible agency selects this option, it will then complete Items H and J*

G.   Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

☐ Yes
☒ No

H.   Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years* (*Check one*):[5]

☐ Yes (*If yes, please indicate year of submission:* _____)
☒ No

I.   Governor's Joint Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below):*[6]

Date Governor was sent State Plan for signature:
March 15, 2020

☒ The Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department.

☐ The Governor has not provided a letter that he or she is jointly signing the State Plan for submission to the Department.

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[4]   Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

[5]   Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

[6]   Item I is required in FY 2019 only for States that choose to submit a full Perkins V State Plan, covering FY 2019-23.

J.   By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State Plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State Plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name)	Telephone:
Atkins "Trey" Michael	(919)807-3764
Signature of Authorized Representative	Date:
	2/14/20
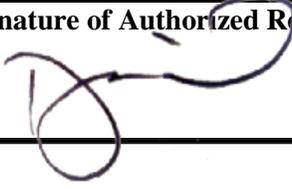
II.   NARRATIVE DESCRIPTIONS

A.   <u>Plan Development and Consultation</u>

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.

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 Statue 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.

B.   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 and 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
  o Improve the understanding and perceived value of educational opportunities, including lifelong learning, offered by NC community colleges.
  o Increase student interest and success in industries experiencing skills gaps.
  o Identify and reduce access barriers for all prospective students, particularly 'samong underserved populations.
- Clear and Supported Pathways for Progress and Success
  o 2.1. Provide timely and accurate career exploration and academic planning opportunities.
  o 2.3. Increase completion of credentials for successful transition to careers and/or further education.
  o 2.4. Reduce achievement gaps for underserved students.
- Economic and Workforce Impact
  o 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.
  o 3.2. Offer relevant, high-quality instructional programs that meet the needs of business and industry for existing and future jobs.
  o 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.

Text Box 1: Statutory Requirements for State Plan Consultation

(c) PLAN DEVELOPMENT.—

(1) IN GENERAL.—The eligible agency shall—

    (A) develop the State Plan in consultation with—

        (i) representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;

        (ii) interested community representatives, including parents, students, and community organizations;

        (iii) representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ''State board'');

        (iv) members and representatives of special populations;

        (v) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;

        (vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));

        (vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and

        (viii) individuals with disabilities; and

    (B) consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State Plan.

(2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State Plan.

(3) CONSULTATION WITH THE GOVERNOR.—The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor's office and shall occur—

    (A) during the development of such plan; and

    (B) prior to submission of the plan to the Secretary. (Section 122(c)(1) of Perkins V)

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.

Text Box 2: Required Uses of State Leadership Funds

(a) GENERAL AUTHORITY.—
From amounts reserved under section 112(a)(2), each eligible agency shall—
(1) conduct State Leadership activities to improve career and technical education, which shall include support for—
    (A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;
    (B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
    (C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or Leadership development programs; and
    (D) technical assistance for eligible recipients; and
(2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

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)

Career Pathway Sector	Description
Agricultural Education	Agricultural education provides systematic instruction to students in the areas of agriculture, food and natural resources. Through these subjects, agricultural educators teach students a wide variety of skills, including science, math, communications, leadership, management and technology. Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. Students are encouraged to pursue work-based learning opportunities that include job shadowing, internships, and apprenticeships to support their areas of interest. Through agricultural education, students are provided opportunities for leadership development, personal growth and career success. Agricultural education instruction is delivered through three major components: • Classroom/Laboratory instruction (contextual learning) • Supervised Agricultural Experience programs (work-based learning) • Leadership Development (North Carolina FFA Association and the National FFA Organization) Students may pursue career pathways in: • Animal Systems • Equine Science • Natural Resources Systems • Plant Systems • Power, Structural, and Technical Systems • Sustainable Agriculture Production FFA is a dynamic youth organization that changes lives and prepares members for more than 255 careers in agriculture. FFA develops members' potential and helps them discover their talent through hands-on experiences, giving them the tools to achieve real-world success. Members are future chemists, veterinarians, government officials, entrepreneurs, bankers, international business leaders, teachers and premier professionals in many career fields. FFA is an intracurricular student organization for those interested in agriculture and leadership.

Career Pathway Sector	Description
Business, Finance, and Marketing Education	Business, Finance, and Marketing (BFM) provides students with meaningful instruction for and about business. Instruction in Business, Finance, and Marketing Education encompasses business skills and techniques, an understanding of basic economics, an understanding of making socioeconomic decisions and producing goods and services to consumption, and business attitudes essential to become a globally engaged and productive citizen. BFM plays a key role in preparing a competent, business-literate, and skilled workforce. The associated curricula have real-life relevance that empowers and helps young adults to compete in a global marketplace while managing their own financial affairs and making intelligent consumer and business-related choices. Students are encouraged to pursue work-based learning opportunities that include job shadowing, internships, and apprenticeships to support their areas of interest. Students may pursue career pathways in: • Accounting • Entrepreneurship • General Management • Financial Planning • Marketing Management • NAF Academy of Finance • Sales • Project Management • Sports & Entertainment Marketing • SREB Informatics • Travel & Tourism Future Business Leaders of America (FBLA) inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. FBLA programs focus on leadership development, which includes essential soft skills; academic competitions; educational programs in which members create career portfolios, enhancing their knowledge with world-recognized skills certifications, and have access to select college scholarships. DECA, the career and technical student organization for marketing students, complements the class and work experiences by allowing students to develop practical presentation, decision making and leadership skills. Work-based learning experiences, including Cooperative Education, are strongly encouraged to add relevancy to classroom instruction.
Career Development Education	The Career Development curriculum provides the foundation to prepare students for careers and education in the 21st century. It is designed to introduce students to the opportunity to understand and make connections between their interests, attitudes, values, personality, learning styles, skills, and career choices. Students understand the lifelong, sequential process of determining self and career identity. Middle school and high school career development curriculum includes competencies in self-assessment, matching interests to career choices, exploring the world of work, career research, education and career awareness, and career exploration; evaluation of career information and creation of a career plan. The NC Career Development curriculum is the foundation for NC Career and Technical Education and Pathways. Student participation in career and technical student organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students are encouraged to pursue work-based

Career Pathway Sector	Description
	learning opportunities that include job shadowing, internships, and apprenticeships to support their areas of interest.
Career Development Education Cont'd	Opportunities for leadership development, critical and creative thinking, decision-making, problem-solving, teamwork, technology, and work-based learning are provided. The NC Career Development curriculum is based on the National Career Development Guidelines and National Standards for School Counseling Programs, endorsed by the North Carolina State Board of Education.
Computer Science and Information Technology Education	Computer Science and Information Technology (CSIT) is focused on building linkages in information technology occupations for entry-level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services. Students will demonstrate knowledge of and proficiency in data representation and abstraction; effectively design, develop, and test algorithms; demonstrate knowledge of digital devices, systems, and networks; and demonstrate an understanding of the role computer science plays and its impact in the modern world. Students are encouraged to pursue work-based learning opportunities that include job shadowing, internships, and apprenticeships to support their areas of interest. Students may pursue career pathways in: • Adobe Academy • Cisco Network Engineering • Computer Engineering • Computer Science Principles • AP Computer Science • Digital Design and Animation • Game Art Design • NAF Academy of Information Technology • Network Administration • Network Security • Python Programming • SAS Programming Future Business Leaders of America (FBLA) inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. FBLA programs focus on leadership development, which includes essential soft skills; academic competitions; educational programs in which members create career portfolios, enhancing their knowledge with world-recognized skills certifications, and have access to select college scholarships. FBLA programs also place a strong emphasis on community service through support of the March of Dimes to help end premature births. Finally, FBLA members can build a portfolio of accomplishments with a wide range of awards programs with regional, state, and national recognition. SkillsUSA is the premier student leadership organization in the country with over 300,000 members nationwide. SkillsUSA-NC offers many activities to enrich our students, advisors, and professional members throughout the year. The activities include professional and leadership-development conferences, competitions that measure both technical and employability skills, and opportunities for scholarships, employment, networking, and competitive skills. Leadership events are held at regional, state, national, and international levels. North Carolina Technology Student Association (NCTSA) is an essential element in the state's secondary Technology Education program. This student organization provides the opportunity for students to engage in activities directly reflecting the curriculum. Along with learning collaboration and leadership skills, students can engage in student-centered, complex tasks that are authentic and developed over an extended period. Beyond the powerful influence of the activities, participation in the NCTSA helps transform the education program by affording both teachers and students the opportunity to learn from others by attending regional, state, and national conferences.

Career Pathway Sector	Description
Family and Consumer Sciences Education	Family and Consumer Sciences (FCS) provides the bridge needed by all students to deal with major societal issues such as work-and-family, healthcare, child and elder care, family and community violence and crime, global economics and politics, and technology usage. FCS Education is a catalyst to bring these issues into action-oriented, skill-building educational programs. The North Carolina FCS Education program provides a platform for students to transition into adult life by gaining a strong foundation of the knowledge and skills needed for successfully living and working in a diverse, global society. Students are encouraged to pursue work-based learning opportunities that include job shadowing, internships, and apprenticeships to support their areas of interest. Students develop personal effectiveness and industry-relevant technical skills as they explore and pursue career pathways aligned to the FCS Body of Knowledge and Family and Consumer Sciences National Standards 3.0. Students may pursue career pathways in: • Apparel and Textile Production • Counseling and Mental Health • Culinary Arts and Hospitality • Early Childhood Development and Services • Food and Nutrition • Food Products and Processing Systems • Interior Design • NAF Academy of Hospitality and Tourism • Teaching and Training Family, Career and Community Leaders of America (FCCLA) is an integral component of a quality FCS Education program. FCCLA provides teacher-developed and student-tested project-based learning strategies and materials that shift the responsibility for achieving CTE and FCS program outcomes to students. Through intracurricular chapter programs and projects, students further their understanding of FCS standards.
Health Science Education	Health Science Education provides a comprehensive program to meet present and projected needs for the healthcare industry. Curriculum concepts incorporate technological advances to motivate students and prepare them to pursue a career as a future health professional. Emphasis is placed on the various domains of healthcare and related skills such as: employability skills, prevention (wellness), diagnostics, therapeutics, and rehabilitation. Students are encouraged to pursue work-based learning opportunities that include job shadowing, internships, and apprenticeships to support their areas of interest. Students may pursue career pathways in: • Biomedical Technology • Healthcare Professional • NAF Academy of Health Sciences • Project Lead the Way (PLTW) Biotechnology Research and Development • SREB AC Career Pathway Opportunities for expanded leadership and technical skills are available through membership in the intracurricular student organization HOSA- Future Health Professionals. This organization includes local, regional, state, and national levels and instills pride, commitment, and professionalism in its members in order to empower students to become leaders in the global health community.

Career Pathway Sector	Description
Trade, Technology, Engineering, and Industrial Education	Trade, Technology, Engineering, and Industrial Education (TTE&I) programs provide students with the skills and conceptual knowledge needed for careers in industry, engineering, and design. Students can focus on industry certifications for careers immediately after graduation or develop skills and knowledge needed for higher-level professional degrees in engineering and design fields. Students are encouraged to pursue work-based learning opportunities that include job shadowing, internships, and apprenticeships to support their areas of interest. Students may pursue career pathways in: - Adobe Academy - Advanced Manufacturing - Automotive Services - Carpentry - Collision Repair - Digital Design and Animation - Drafting Architectural - Drafting Engineering - Drone Technology - Electrical Trades - Emergency Management - Emergency Medical Technology - Firefighter Technology - Game Art Design - HVAC/R - Law and Justice - Masonry - Metals Manufacturing - PLTW Engineering - Plumbing - Public Safety - SREB AC Career Pathway - Welding - Woodworking - Technology Engineering and Design SkillsUSA is the premier student leadership organization in the country with over 300,000 members nationwide. SkillsUSA-NC offers many activities to enrich our students, advisors, and professional members throughout the year. The activities include professional and leadership development conferences, competitions that measure both technical and employability skills, and opportunities for scholarships, employment, networking, and competitive skills. Leadership events are held at regional, state, national, and international levels. North Carolina Technology Student Association (NCTSA) is an essential element in the state's Technology Education program. This student organization provides the opportunity for students to engage in activities directly reflecting the curriculum. Along with learning collaboration and leadership skills, students can engage in student-centered, complex tasks that are authentic and developed over an extended period. Beyond the powerful influence of the activities, participation in the NCTSA helps transform the school's program by affording both teachers and students the opportunity to learn from others by attending regional, state, and national conferences.

The strong relationship between the North Carolina Department of Public Instruction (NCDPI) and the North Carolina Community College System (NCCCS) has been the catalyst for unified pursuit to serve all of the K-14 educational needs of the citizens of North Carolina. Ranging from common course nomenclature to joint professional conferences, both NCCCS and NCDPI seek to provide seamless programs of study that provide the transition from high school to community college. The grade 9-14 pathways were developed to align the knowledge and skills demanded from stakeholders for focused education or employment that is high-skill, high-wage, and in-demand. At the secondary level, the NCDPI Career and Technical Education will provide details about the courses and programs of study that public school units (PSUs) may offer to students. Public school units develop local plans using the Career Pathways to plan for facilities and identify equipment necessary to offer courses reviewed by business and industry.

NC CTE acquires curriculum that is appropriate and relevant to statewide business need. Components for statewide delivery may include content, standards, outlines, instructional materials, instructional resources, activities, formative measurements, performance measurements, and accountability proof-of-learning measurements.

To better serve students, statewide agreements have provided opportunities for each of the community colleges to link with partnering public school unit (PSUs) and four-year institutions. Many programs in North Carolina's community colleges are designed to be the next logical step for students who start a CTE program in high school. These programs offer students clear pathways to specific technical careers with minimum barriers to their educational goals. By building upon the foundation established in high school, these students may continue their education by enrolling in community college programs that clearly align with and continue to enhance the students' learning in their chosen disciplines. North Carolina has developed Career Pathway programs of study in the following areas for both secondary and postsecondary students.

Postsecondary connections to pathways are made through curriculum programs on the academic programs site: https://www.nccommunitycolleges.edu/academic-programs/curriculum-standards. This section outlines career cluster, career pathway, description of the academic core, minimum academic requirements, major core hours, related course work in the pathway as well as employability skills aligned to the pathway and work-based learning where appropriate.

Postsecondary Program area	Program Area Description
Agricultural and Natural Resources Technologies	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fuel, fiber, wood products, natural resources, horticulture, plant and animal products/resources. Education in this field prepares students for careers in animal care, farming, forestry, environmental engineers and natural science managers and many others.

Students are offered a variety of learning opportunities including traditional classrooms, labs, online learning, flipped classrooms as well as other educational mediums. The following program titles/pathways are offered.

Agribusiness Technology
Agriculture Education
Applied Animal Science Technology
Aquaculture Technology
Brewing, Distillation and Fermentation
Equine Business
Equine Training
Fish and Wildlife Management Technology
Forestry Management Technology
Golf Course Management Technology
Greenhouse and Grounds Maintenance (Certificate)
Horticulture Technology
Landscape Gardening
Marine Science
Marine Technology
Sustainable Agriculture
Swine Management Technology
Turfgrass Management Technology
Viticulture and Enology Technology

All Pathways incorporate work-based learning, employability skills, soft-skill training, as well as the opportunity to participate in career and technical student organizations.

Postsecondary Program area	Program Area Description
Biological and Chemical Technologies	Conserve and manage wilderness areas, manage wildlife reservations and zoological/aquarium facilities, chemical quality assurance, microbiological quality assurance, application of the biological sciences, biochemistry, and genetics, general chemistry, organic chemistry, introductory chemical engineering, qualitative analysis, and quantitative analysis. The Biological and Chemical Technologies programs prepare individuals to work in occupations whose focus is on laboratory analysis in biological, chemical and environmental testing, and consulting.

Students are offered a variety of learning opportunities including traditional classrooms, labs, online learning, flipped classrooms as well as other educational mediums. The following program titles/pathways are offered.

Agricultural Biotechnology
Aquarium Science Technology
Biopharmaceutical Technology
Biotechnology
Chemical Technology
Environmental Management Technology
Environmental Science Technology
Marine Biotechnology
Nanotechnology
Zoological Science Technology

All Pathways incorporate work-based learning, employability skills, soft-skill training, as well as the opportunity to participate in career and technical student organizations.

Postsecondary Program area	Program Area Description
Business Technologies	Business Technologies programs offer training in a variety of business-related areas, preparing graduates for positions in accounting, computer technologies, finance, hospitality and travel, insurance, management, marketing, and office support occupations. Technical training is integrated into all business programs.

Students are offered a variety of learning opportunities including traditional classrooms, labs, online learning, flipped classrooms as well as other educational mediums. The following program titles/pathways are offered.

Accounting and Finance
Business Administration
Business Analytics
Digital Media Technology
Entertainment Technologies
Entrepreneurship
Healthcare
Business Informatics
Healthcare Management Technology
Hospitality Management
Hunting and Shooting Sports Management
Information Technology
Intelligence Studies
Leadership Studies
Medical Office Administration
Nonprofit Leadership and Management
Office Administration
Paralegal Technology
Project Management Technology
Real Estate
Real Estate Licensing
Simulation and Game Development
Supply Chain Management

All Pathways incorporate work-based learning, employability skills, soft-skill training, as well as the opportunity to participate in career and technical student organizations.

Postsecondary Program area	Program Area Description
Commercial and Artistic Production Technologies	Study and development of skills are in the areas of visual communications, professional presentations, publications, advertising, broadcasting and media industry, sales and business procedures.

Students are offered a variety of learning opportunities including traditional classrooms, labs, online learning, flipped classrooms as well as other educational mediums. The following program titles/pathways are offered.

Advertising and Graphic Design
Broadcasting and Production Technology
Digital Effects and Animation Technology
Film and Video Production Technology
Graphic Arts and Imaging Technology
Graphic Arts and Imaging Technology/Flexography
Gunsmithing
Gunsmithing (Diploma)
Interior Design
Metal Engraving (Diploma)
Photographic Technology
Professional Arts and Crafts: Sculpture
Professional Crafts: Clay
Professional Crafts: Fiber
Professional Crafts: Jewelry
Professional Crafts: Wood
Taxidermy (Diploma)

All Pathways incorporate work-based learning, employability skills, soft-skill training, as well as the opportunity to participate in career and technical student organizations.

Postsecondary Program area	Program Area Description
Construction Technologies	Construction Technologies are closely allied to the construction industry, though it may be in such areas as management, design, production, construction, or maintenance. There are a variety of careers as HVAC technicians, carpenters, electricians, masons, plumbers or heavy equipment operators or choose to study further and become involved in construction management.

Students are offered a variety of learning opportunities including traditional classrooms, labs, online learning, flipped classrooms as well as other educational mediums. The following program titles/pathways are offered.

Air Conditioning, Heating, and Refrigeration Technology
Boat Building (Diploma)
Building Construction Technology
Carpentry (Diploma)
Commercial Refrigeration Technology
Construction Management Technology
Electric Line Construction Technology
Electrical Systems Technology
Heavy Equipment Operation, Management, and Service
Historic Preservation Technology
Masonry (Diploma)
Plumbing (Diploma)

All Pathways incorporate work-based learning, employability skills, soft-skill training, as well as the opportunity to participate in career and technical student organizations.

Postsecondary Program area	Program Area Description
Engineering Technologies	The Engineering Technologies programs prepare individuals for job opportunities as technicians in a variety of engineering related, scientific, and technical fields. The curriculums will include the fundamentals of oral and written communications, mathematics, physics, computer skills, and computer-aided design (CAD). In some curriculums, graduates will acquire the skills to design, build, install, test, troubleshoot, repair, program, operate, maintain, service, and modify developmental and production electronic components, equipment, and systems such as automated manufacturing systems. All curriculums will stress critical thinking, planning, and problem solving.

Students are offered a variety of learning opportunities including traditional classrooms, labs, online learning, flipped classrooms as well as other educational mediums. The following program titles/pathways are offered.

Applied Engineering Technology

Architectural Technology

Automation Engineering Technology

Civil Engineering Technology

Computer Engineering Technology

Electrical Engineering Technology

Electronics Engineering Technology

Environmental Engineering Technology

Geomatics Technology

Geospatial Technology

Industrial Engineering Technology

Landscape Architecture Technology

Laser and Photonics Technology

Mechanical Engineering Technology

Mechatronics Engineering Technology

Mission Critical Operations

Sustainability Technologies

Telecommunications and Network Engineering Technology

All Pathways incorporate work-based learning, employability skills, soft-skill training, as well as the opportunity to participate in career and technical student organizations.

Postsecondary Program area	Program Area Description
Health Sciences	The Health Sciences programs are designed to prepare the graduate for licensure, certification or registration by examination. Professional program accreditation applies to specific Health Sciences programs and is awarded by the accrediting body of the appropriate professional society or association. Completion of an approved educational program is required for several of the Health Sciences programs in order for the graduates of the programs to be eligible to apply to take the required examinations

Students are offered a variety of learning opportunities including traditional classrooms, labs, online learning, flipped classrooms as well as other educational mediums. The following program titles/pathways are offered.

Advanced Medical Coding

Anesthesia Technology

Associate Degree Nursing (ADN)

Associate in General Education - Nursing

Breast Sonography

Cancer Information Management

Cardiovascular Sonography

Cardiovascular Technology (Invasive and Non-Invasive)

Central Sterile Processing

Clinical Trials Research Associate

Computed Tomography & Magnetic Resonance Imaging Technology

Cytotechnology

Dental Assisting

Dental Hygiene

Dental Laboratory Technology

Dialysis Technology

Electroneurodiagnostic Technology

Emergency Medical Science

Health and Fitness Science

Health Care Technology

Health Information Technology

Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science

Health Science: Therapeutic & Diagnostic Services/Medical Assisting

Health Science: Therapeutic & Diagnostic Services/Nurse Aide

Health Science: Therapeutic & Diagnostic Services/Pharmacy Technology

Health Science: Therapeutic & Diagnostic Services/Phlebotomy

Health Science: Therapeutic & Diagnostic Services/Therapeutic Massage

Healthcare Interpreting
Healthcare Simulation Technology
Histotechnology
Human Services Technology
Human Services Technology/Animal Assisted Interactions
Human Services Technology/Developmental Disabilities
Human Services Technology/Gerontology
Human Services Technology/Mental Health
Human Services Technology/Social Services
Human Services Technology/Substance Abuse
Interventional Cardiac and Vascular Technology
Licensed Practical Nurse Refresher
Magnetic Resonance Imaging
Mammography
Medical Assisting
Medical Dosimetry
Medical Laboratory Technology
Medical Product Safety and Pharmacovigilance
Medical Sonography
Musculoskeletal Sonography
Nuclear Medicine Technology
Nurse Aide
Nutrition and Dietetics Technician
Occupational Therapy Assistant
Ophthalmic Medical Assistant
Ophthalmic Medical Personnel
Ophthalmic Surgical Assistant
Optical Apprentice
Opticianry
Pharmacy Technology
Phlebotomy
Physical Therapist Assistant
Polysomnography
Positron Emission Tomography
Practical Nursing
Radiation Therapy Technology
Radiography
Recreational Therapy Assistant
Respiratory Therapy
Speech-Language Pathology Assistant
Surgical First Assistant

Surgical Technology

Therapeutic Massage

Veterinary Medical Technology

All Pathways incorporate work-based learning, employability skills, soft-skill training, as well as the opportunity to participate in career and technical student organizations

Postsecondary Program area	Program Area Description
Industrial Technologies	The Industrial Technologies programs are designed to prepare individuals to work in occupations related to the maintenance, repair, production, and use of equipment used in electronic, mechanical, or manufacturing fields. These occupations require skills that range from the use of hand tools in maintaining or repairing equipment and machinery through the development and production of new products, tools and machines.

Students are offered a variety of learning opportunities including traditional classrooms, labs, online learning, flipped classrooms as well as other educational mediums. The following program titles/pathways are offered.

Aerostructure Manufacturing and Repair

Biomedical Equipment Technology

Bioprocess Technology

Computer-Aided Drafting Technology

Computer-Integrated Machining

Electric Utility Substation and Relay Technology

Electrical Power Production Technology

Environment, Health, and Safety Technology

Facility Maintenance Technology

Facility Maintenance Worker

Furniture Production Worker

Furniture Upholstery

Industrial Management Technology

Industrial Systems Technology

Manufacturing Technology

Mechanical Drafting Technology

Nondestructive Examination Technology

Nuclear Technology

Telecommunications Installation and Maintenance

Upholstery Production Worker

Welding Technology

All Pathways incorporate work-based learning, employability skills, soft-skill training, as well as the opportunity to participate in career and technical student organizations.

Postsecondary Program area	Program Area Description
Public Service Technologies	The Public Service Technologies programs are designed to train people for employment in the public and private sector in service-related careers. Some of these programs train persons for careers in local, state and federal governments, while other programs provide individuals with careers in providing services to individuals and groups to meet their personal interests, needs and welfare.

Students are offered a variety of learning opportunities including traditional classrooms, labs, online learning, flipped classrooms as well as other educational mediums. The following program titles/pathways are offered.

Animal Care and Management Technology
Baking and Pastry Arts
Barbering
Basic Law Enforcement Training
Community Spanish Interpreter
Cosmetology
Cosmetology Instructor
Criminal Justice Technology
Criminal Justice Technology/Financial Crime/Computer Fraud
Criminal Justice Technology/Forensic Science
Culinary Arts
Cyber Crime Technology
Early Childhood Administration
Early Childhood Education
Early Childhood Preschool
Emergency Management
Esthetics Instructor
Esthetics Technology
Fire Protection Technology
Foodservice Technology
Funeral Service Education
General Occupational Technology
Infant / Toddler Care
Interpreter Education
Lateral Entry
Library and Information Technology
Manicuring Instructor
Manicuring/Nail Technology
Occupational Education Associate
Outdoor Leadership

Public Safety Administration

Recreation and Leisure Studies

School-Age Care

School-Age Education

All Pathways incorporate work-based learning, employability skills, soft-skill training, as well as the opportunity to participate in career and technical student organizations.

Postsecondary Program area	Program Area Description
Transportation Systems Technologies	The Transportation Systems Technologies programs prepare individuals for job opportunities as technicians in a variety of automotive, aviation and marine fields. The curriculums will include the fundamentals of oral and written communications, mathematics, physics, and computer skills. In some curriculums, graduates will acquire the skills to service brakes, electrical/electronic systems, engine performance, steering/suspension, automatic transmission/transaxles, engine repair, climate control, and manual drive trains; to perform hands-on repairs in the areas of non-structural and structural repairs, MIG welding, plastics and adhesives, and refinishing; and to service, troubleshoot, and repair medium-and heavy- duty vehicles.

Students are offered a variety of learning opportunities including traditional classrooms, labs, online learning, flipped classrooms as well as other educational mediums. The following program titles/pathways are offered.

Agricultural Systems Technology

Alternative Transportation Technology

Automotive Customizing Technology

Automotive Light-Duty Diesel Technology

Automotive Restoration Technology (Diploma)

Automotive Systems Technology

Aviation Electronics (Avionics) Technology

Aviation Management and Career Pilot Technology

Aviation Systems Technology

Boat Manufacture and Service

Collision Repair and Refinishing Technology

Construction Equipment Systems Technology

Diesel and Heavy Equipment Technology

Marine Propulsion Systems

Motorcycle Mechanics

Motorsports

Race Car Technology

Truck Driver Training

All Pathways incorporate work-based learning, employability skills, soft-skill training, as well as the opportunity to participate in career and technical student organizations

Intracurricular Career and Technical Student Organizations (CTSO) offer students the opportunity to participate in leadership development, community service projects, essential employability skills development, and competitions related to authentic work situations and experiences. NC CTE approves each intracurricular CTSO based on the criteria referenced in the "North Carolina Career and Technical Student Organizations Purpose and Criteria for Membership" document included in the Appendix.

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 132[7] will-

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.

- Communication
- Ethics
- Problem-Solving
- Professionalism
- Resource Management
- 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;

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.
- Implement career pathways/clusters in all public school units.
- Establish Business Advisory Councils for each public school unit.
- Encourage all public school units to develop and implement career planning programs for students.
- Encourage within all public school units the development of four-year plans with appropriately sequenced courses with a career focus for students.

These pathways are supported at the postsecondary level through Career and College Promise programs of study integrated with 270 CTE postsecondary curriculum programs, which include multiple entry and exit points. (https://www.nccommunitycolleges.edu/academic-programs/career-college-promise) (https://www.nccommunitycolleges.edu/academic-programs/curriculum-standards). CTE pathways provide current labor-market-information to students and parents and encourage students to engage in work-based learning.

Postsecondary

Each course, whether CTE or other, is evaluated and determined to be sufficiently relevant and challenging. NCCCS has a statewide course approval process that must be followed before any course is offered by a community college. The approval process begins with surveys of local business and industry to determine whether the community can support the employment needs of program completers; an application submitted by the college proposing a new course; review by the Program Services Section of the NCCCS; and approval by the State Board of Community Colleges. The criteria for approving new courses address the relevance and rigor of the proposed course as well as other criteria. Colleges may direct local Perkins funds to improve or develop new CTE courses.

Each program has a core series of courses. Upon completion of the core, students are expected to have a clear, entry-level understanding of the field. This understanding is evidenced through the accreditation of each community college, acceptance of core course credit hours by the University of North Carolina System, and for applicable licensure or state-recognized tests.

Current and emerging occupational opportunities drive new programming in North Carolina's community colleges. For decades, North Carolina's greatest sources of jobs were manufacturing and agriculture. Traditional manufacturing jobs are disappearing due to automation, plant closings, and overseas outsourcing. Agriculture jobs remain prevalent, yet require higher-level skills; however, the wages for those jobs are outpaced by inflation and North Carolina's growing cost of living.

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;

Secondary and postsecondary CTE have a strong partnership with the NC Department of Commerce, specifically the Labor & Economic Analysis Division, which collects the data and does the research to provide labor-market-information for our state, regions, and local areas. Salary, education requirements, and job projections are used to predict future demand in occupations for which our CTE programs can be preparing workers. Direct links to regional labor-market-information for each college service area is available in the postsecondary Perkins data portal at

The NC Career Clusters Guide is published every two years and contains a career interest assessment, career clusters, and occupation information such as education required, occupation outlook, and salaries for many occupations. An electronic version is available at https://www.nccareers.org/. Additional resources used for career guidance at that website include Reality Check, Occupational Profiles, Career Cluster Survey, NC Tower, Staffing Patterns, and Employment Projections.

NC CTE will align the Career Pathway programs of study to a CIP code for the pathway occupation. NC CTE will identify and develop local, regional and statewide career pathways based on the labor-market data received from the NC Department of Commerce.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Secondary
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.
1. 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
2. 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
3. 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.

Text Box 3: Statutory Definition of Career Pathways

The term 'career pathways' has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102)

(7)   Career pathway.--The term ``career pathway'' means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the ``National Apprenticeship Act''; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an ``apprenticeship'', except in section 171);

(C) includes counseling to support an individual in achieving the individual's education and career goals;

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and helps an individual enter or advance within a specific occupation or occupational cluster. (Section 3(7) of the Workforce Innovation and Opportunity Act [Public Law 113- 128])

(Section 3(8) of Perkins V)

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 secondary and postsecondary local applications are included in the Appendix.

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 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, CTSO 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.

Text Box 4: Statutory Requirements for Local Applications

(b) CONTENTS.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

(1) a description of the results of the comprehensive needs assessment conducted under subsection (c);

(2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—

    (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

    (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and

    (C) how students, including students who are members of special populations, will Learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;

(3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—

    (A) career exploration and career development coursework, activities, or services;

    (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and

    (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;

(4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);

(Continued on the following page)

Text Box 4: Statutory Requirements of Local Applications (continued))

(5) a description of how the eligible recipient will—
   (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
   (B) prepare CTE participants for non-traditional fields;
   (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and
   D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
(6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;
(7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;
(8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and
(9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) 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 such recipient will take to eliminate those disparities or gaps.

(Section 134(b) of Perkins V)

Text Box 5: Statutory Requirements for Comprehensive Local Needs Assessment

(c) COMPREHENSIVE NEEDS ASSESSMENT.—

(1) IN GENERAL.—To be eligible to receive financial assistance under this part, an eligible recipient shall—

(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and

(B) not less than once every 2 years, update such comprehensive local needs assessment.

(2) REQUIREMENTS.—The comprehensive local needs assessment described in paragraph (1) shall include each of the following:

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

(B) A description of how career and technical education programs offered by the eligible recipient are—(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and (ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ''State board'') or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(Section 134(c) of Perkins V)

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;**

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 Part 35.

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.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

Secondary
Applications (narrative/local plan outlining strategies for continuous improvement of results based on performance indicators) are submitted in the Local Application System by the public school unit representative. NCDPI regional coordinators review grant applications (narrative/local plan & budget). Narratives/local plans and budgets are not required to be submitted to the LEA superintendent.
If revisions are needed, it is returned to the LEA representative. The NCDPI regional coordinator accepts the grant budget and narrative in the Local Application System. The grant application is not considered complete until the Assurances are completed by the local school board and the superintendent and uploaded to the Local Application System.
Each public school unit representative uploads the signed assurances page. Once the public school unit submits the assurances section and uploads their signature page, which includes signatures of the school board chair, superintendent, and CTE director, they will have met the final requirement for full approval.
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.

Postsecondary
Each college submits Assurances, Allotment Acceptance form, CLNA summary, application, plan, and budget. Information gathered through the CLNA will be used to inform the college's application and plan. The CLNA summary, application, and plan are submitted to the CTE Regional Coordinator and postsecondary CTE Director for review and approval. If amendments to the application or plan are needed, the CTE Regional Coordinator contacts the Perkins representative at the college and provides technical assistance to the college. Upon approval of the CLNA summary, application, and plan/budget the documents are signed by the Perkins representative, Chief Financial

Officer, and Chief Academic Officer at the college and the Regional CTE Coordinator and the postsecondary CTE Director at the Community College System Office.

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.

a.   each eligible recipient will promote academic achievement;
Part I of the North Carolina Local Application provides performance indicator data for each sub-recipient. As local education agencies and colleges address the gaps in academic attainment, strategies will be developed to both increase and promote academic achievement.

b.   each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
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
The State will allocate funds in accordance with North Carolina General Statue 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.

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)
Refer to the Perkins V Budget Form for the specific dollar allocations made available under section 131(a)-(e) of the Act.

The State Board of Education allocates these resources on a formula based on the following:
- Thirty percent – thirty percent allocated to public school units in proportion to the number of individuals aged five through seventeen inclusive, who reside in the school district served by such public school unit for the preceding fiscal year compared to the total number of such individuals who reside in the PSUs served by all public school units in the State for such preceding fiscal year as determined by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965 (Section 131 (a)(1)(A).
- Seventy percent – seventy percent shall be allocated to such public school units in proportion to the number of individuals aged five through seventeen, inclusive who reside in the school district served by such public school unit and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124 (c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the PSUs served by all the public school units in the state for such preceding fiscal year.
- The State Board of Community Colleges will allocate funds made available under Section 112 (a)-(c) to community colleges through the formula process as described in Section 132 (a)(2). Any college not meeting the $50,000 minimum is dropped, and the amounts are redistributed to the remaining eligible colleges unless the ineligible college(s) choose to enter into a consortium agreement.

4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.
Under Section 131 (c) public school units earning less than $15,000 based on the formula described above, may enter a consortium with other public school units or be granted a waiver by the State Board of Education from the minimum grant requirement. Once a waiver has been approved, it will remain in effect throughout the duration covered by the State Plan. This would include public school units that are located in rural, sparsely populated areas such that entering into a consortium with another public school unit is not feasible.

Under Section 132 (a), colleges generating less than $50,000 based on the formula process may form a consortium that would operate joint projects that provide services to all participating institutions and are of sufficient size, scope, and quality to be effective.

5. 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 Public School Units 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.

6. 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 how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(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).

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).

7. 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).

8. 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)

The aggregate expenditures for the state to maintain its fiscal effort is equal to 5 percent of the grant award. This amount is equal to the Perkins Administration funds of $2,134,600.80 in FY2020.

D. 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)

- 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 and attained a recognized postsecondary credential that was aligned to a course within a career pathway.
  - Denominator: The unduplicated count of CTE concentrators from the current reporting year's cohort who earned a diploma within the expected number of years.

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.

- 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 12 who met proficiency on a performance-based measurement or NC

Test measurement as the proof-of-learning in courses that offer only a performance-based measurement or NC Test measurement as the course proof-of-learning.

- o Denominator: The duplicated count of CTE participants in grades 9 to 12 in the reporting year who were enrolled in courses that offer only a performance-based measurement or NC Test measurement as the proof-of-learning. Does not consider if the student took the performance-based measurement or NC Test measurement as the proof or learning or not.

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)"
  - o Numerator: The unduplicated count of CTE concentrators in the current year's cohort who received a diploma within four years.
  - o Denominator: The unduplicated count of CTE concentrators in the current year's cohort who are expected to graduate.
- 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."
  - o Numerator: The unduplicated count of CTE concentrators who have a proficiency level of 4 or 5 in the reporting year in reading/language arts proficiency data as adopted under ESSA
  - o Denominator: The unduplicated count of CTE concentrators who have a proficiency level of 1, 2, 3, 4 or 5 in reading/language arts proficiency data as adopted under ESSA
- 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."
  - o Numerator: The unduplicated count of CTE concentrators in the reporting year who have a proficiency level of 4 or 5 in mathematics proficiency data as adopted under ESSA
  - o Denominator: The unduplicated count of CTE concentrators in the reporting year who have a proficiency level of not proficient, 3, 4 or 5 in mathematics proficiency data as adopted under ESSA
- 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."

- o Numerator: The unduplicated count of CTE concentrators in the reporting year who have a proficiency level of 3, 4 or 5 in science proficiency data as adopted under ESSA
- o Denominator: The unduplicated count of CTE concentrators in the reporting year who have a proficiency level of 1, 2, 3, 4 or 5 in science proficiency data as adopted under ESSA

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

- 4S1 Non-traditional Program Enrollment: 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."
  - o Numerator: The unduplicated count of CTE concentrators enrolled in at least one Level 2 (concentrator) or Level 3 (major) course designated as nontraditional for their gender within pathways that lead to nontraditional 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
  - o Denominator: The unduplicated count of CTE concentrators who were enrolled in at least one Level 2 (concentrator) or Level 3 (Major) curse designated as nontraditional in the reporting year. Does not consider whether the course is nontraditional for males or females.

- 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."
  - o Sources: Curriculum Registration, Progress, Financial Aid Report

(CRPFAR) data file; Employment Wage Records; National Student Clearinghouse
- o 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.
- o 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."
  - o Sources: Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file.
  - o Numerator: Students who graduated with a certificate, diploma, or a degree.
  - o 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."
  - o 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.
  - o Numerator: Students whose gender does not match the majority gender in the program area.
  - o Denominator: CTE Concentrators, not including inmates, who are enrolled in a gender-nontraditional program.

2. **Provide on the form in Section V.B, 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)**

Text Box 6: Statutory Definition of CTE Concentrator

The term 'CTE concentrator' means—
     (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses* in a single career and technical education program or program of study; and
     (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
          (i) earned at least 12 credits within a career and technical education program or program of study; or
          (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

*   This means that once a student completes 2 courses in a single CTE program or program of study, they are counted as a CTE concentrator.

(Section 3(12) of Perkins V)

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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).**

   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),[8] 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.

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   [8]   See page 11 of Committee Report at https://www.congress.gov/115/crpt/srpt434/CRPT-115srpt434.pdf

- 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.

Text Box 7: Statutory Requirements for Consultation on State Determined Performance Levels

(B) PUBLIC COMMENT.—
  (i) IN GENERAL.—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).
  (ii) WRITTEN COMMENTS.—Not less than 60 days prior to submission of the State Plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State Plan, regarding how the levels of performance described under subparagraph (A)—
      (I)   meet the requirements of the law;
      (II)   support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
      (III) support the needs of the local education and business community.
  (iii) ELIGIBLE AGENCY RESPONSE.—Each eligible agency shall provide, in the State Plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. <u>Statutory Assurances</u>

- The eligible agency assures that:

    1. It made the State Plan publicly available for public comment[9] for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State Plan. (Section 122(a)(4) of Perkins V)

    2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

    3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

    4. It will comply with the requirements of this Act and the provisions of the State Plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

    5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

    6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

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[9] An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

B.   EDGAR Certifications

■   By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1.   It is eligible to submit the Perkins State Plan.
2.   It has authority under State law to perform the functions of the State under the Perkins program(s).
3.   It legally may carry out each provision of the plan.
4.   All provisions of the plan are consistent with State law.
5.   A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6.   The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7.   The entity has adopted or otherwise formally approved the plan.
8.   The plan is the basis for State operation and administration of the Perkins program.

C.   Other Forms

■   The eligible agency certifies and assures compliance with the following forms found in the Appendix with state director signature.

1.   Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
2.   Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3.   Certification Regarding Lobbying (ED 80-0013 Form): https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf
4.   General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

IV. BUDGET

A. <u>Instructions</u>

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

    Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

    Line 2: The amount of funds made available to carry out the administration of the State Plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or $250,000, whichever is greater.*

    Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

    Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

    Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than $60,000 and not more than $150,000.*

    Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or $50,000.*

    Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 8:   The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*

Line 9:   The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.

Line 10:   The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.

Line 11:   The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*

Line 12:   The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.

Line 13:   The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.

Line 14:   The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

B: Budget Form

State Name: North Carolina

Fiscal Year (FY):   2020

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	**Total Perkins V Allocation**	Not applicable	$42,692,016.00
2	**State Administration**	5%	$2,134,600.80
3	**State Leadership**	10%	$4,269,201.60
4	• Individuals in State Institutions	.18%	$80,000.00
4a	– Correctional Institutions	Not required	$50,000.00
4b	– Juvenile Justice Facilities	Not required	$ 0.00
4c	– Institutions that Serve Individuals with Disabilities	Not required	$30,000.00
5	• Non-traditional Training and Employment	Not applicable	$60,000.000
6	• Special Populations Recruitment	.1%	$42,692.20
7	**Local Formula Distribution**	85%	$36,288,213.60
8	• Reserve	5.5%	$2,000,000.00
9	– Secondary Recipients	50%	$1,000,000.00
10	– Postsecondary Recipients	50%	$1,000,000.00
11	• Allocation to Eligible Recipients	94.5%	$34,288,213.60
12	– Secondary Recipients	66.67%	$22,859,952.00
13	– Postsecondary Recipients	33.33%	$11,428,261.60
14	**State Match** (*from non-federal funds*)	Not applicable	$2,134,600.80

V. STATE DETERMINED PERFORMANCE LEVELS

A. <u>Instructions</u>

1. On the form in Item V.B, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V (see Table 6). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.

2. In completing the SDPL form, provide— Column 2:   Baseline level
   Columns 3-6: State determined levels of performance for each year covered by the State
   Plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V. See Text Box 8 for the statutory requirements for setting State determined levels of performance under section 113(b)(3)(A)(iii) of Perkins V.

3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—

   i. Prior to the third program year covered by the State Plan for the subsequent program years covered by the State Plan pursuant to section 113(b)(3)(A)(ii); and/or

   ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).

   Please note that, pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, an improvement plan pursuant to section 123(a) of Perkins V.

Text Box 8: Statutory Requirements for State Determined Performance Levels

(III) REQUIREMENTS.—Such State determined levels of performance shall, at a minimum—

(aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;

(bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and

(cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;

(dd) when being adjusted pursuant to clause (ii), 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;

(ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and

(ff) take into account the extent to which the State determined levels of performance advance the eligible agency's goals, as set forth in the State Plan.

(Section 113(b)(3)(A)(i)(III) of Perkins V)

Table 6: Section 113(b) Core Indicators of Performance

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
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).	1S1	Four-Year Graduation Rate
(At the State's discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
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.	3S1	Post-Program Placement

Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (continued)		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.[10]	4S1	Non-traditional Program Concentration
The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
Other(s) (*optional*): The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4, 5S5, 5S6, …	Program Quality – Other

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[10] This means that these are non-traditional occupational fields

Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Postsecondary Level		
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.	1P1	Post-Program Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.[11]	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.[12]	3P1	Non-traditional Program Concentration

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[11] This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets "within 1 year of completion" to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student's completion of the program.

[12] This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

B: State Determined Performance Levels (SDPL) Form

State Name: North Carolina

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	**Baseline Level**	**Performance Levels**			
		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
Secondary Indicators					
1S1: Four-Year Graduation Rate	97.30%	97.37%	97.44%	97.44%	97.44%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S1: Academic Proficiency in Reading Language Arts	53.70%	54.86%	56.02%	57.17%	58.33%
2S2: Academic Proficiency in Mathematics	48.80%	50.08%	51.36%	52.64%	53.92%
2S3: Academic Proficiency in Science	52.00%	53.20%	54.40%	55.60%	56.80%
3S1: Post-Program Placement	95.00%	95.13%	95.25%	95.38%	95.50%
4S1: Non-traditional Program Concentration	37.20%	38.77%	40.34%	41.91%	43.48%
5S1: Program Quality – Attained Recognized Postsecondary Credential	20.00%	21.57%	23.14%	24.71%	26.28%
5S2: Program Quality – Attained Postsecondary Credits	N/A	N/A	N/A	N/A	N/A
5S3: Program Quality – Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality – Other[13]	70.90%	71.63%	72.36%	73.08%	73.81%

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[13]The Perkins V State Plan Portal will allow an eligible agency to include on this form as many "other" program quality indicators as they choose.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	**Baseline Level**	**Performance Levels**			
		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
Postsecondary Indicators					
1P1: Post-Program Placement	71.10%	71.20%	71.30%	71.40%	71.50%
2P1: Earned Recognized Postsecondary Credential	28.80%	28.90%	29.00%	29.10%	29.20%
3P1: Non-traditional Program Concentration	13.50%	13.60%	13.70%	13.80%	13.90%

Provide any additional information regarding SDPLs, as necessary:

5S4: Program Quality – Proof-of-learning where:
- Numerator: The duplicated count of CTE participants in the current academic year who were enrolled in courses that only offer proof-of-learning measurement who met proficiency on the course proof-of-learning measurement.
- Denominator: The duplicated count of CTE participants in the current academic year who were enrolled in courses that only offers a proof-of-learning measurement.

VI. APPENDIX

North Carolina Career and Technical Education State Plan Supporting Documents

Appendix A: Secondary Nontraditional Course List

Appendix B: Postsecondary Nontraditional Course List

Appendix C: North Carolina Career and Technical Student Organizations Mission, Purpose and Criteria for Membership

Appendix D: Secondary Local Application

Appendix E: Postsecondary Local Application

Appendix F: Secondary Comprehensive Local Needs Assessment

Appendix G: Postsecondary Comprehensive Local Needs Assessment

Appendix H: Notification of Public Comment for State Plan Narrative and Notification of Public Comment for Performance Indicators

Appendix I: State Plan Public Comment and Feedback

Appendix J: Assurances, Certifications, and other Forms

Appendix A:

Secondary Nontraditional Course List

2018- 19 NON-TRADITIONAL COURSE LIST

Courses that align with non-traditonal-grender occupations

Agriculture, Food & Natural Resource (Foundational Courses)

Course Code	Course Name	Non-Traditional Gender	CIP Code
AU11	Agriculture Production I	F	1.0301
AU12	Agriculture Production II	F	1.0301
AA21	Animal Science I	F	1.0901
AA22	Animal Science II	F	1.0901
AA23	Animal Science II Small Animal	F	1.0901
AA31	Equine Science I	F	1.0307
AA32	Equine Science II	F	1.0307
FN42	Foods & Nutrition II	M	19.0599
FN43	Foods II Technology	F	1.1002
AN51	Environmental & Natural Resources I	F	3.0101
AN52	Environmental & Natural Resources II	F	3.0101
AP41	Horticulture I	F	1.0601
AP42	Horticulture II	F	1.0601
AP44	Horticulture II Landscaping	F	1.0605
AP43	Horticulture II Turfgrass Management	F	1.0607
AS31	Agricultural Mechanics I	F	1.0205
AS32	Agricultural Mechanics II	F	1.0205
AS33	Agricultural Mechanics II Small Engine	F	1.0205

Architecture & Construction (Foundational Courses)

Course Code	Course Name	Non-Traditional Gender	CIP Code
IC00	Core & Sustainable Construction	F	46.0000
IU10	Introduction to Trade & Industrial Education	F	46.0000
IC21	Carpentry I	F	46.0201
IC22	Carpentry II	F	46.0201
IC23	Carpentry III	F	46.0201
IC41	Electrical Trades I	F	46.0302
IC42	Electrical Trades II	F	46.0302
IC43	Electrical Trades III	F	46.0302
IC61	Drafting I	F	15.1302 15.1301
IC62	Drafting II – Architectural	F	15.1303
IC63	Drafting III – Architectural	F	15.1303

Architecture & Construction (Foundational Courses)

Course Code	Course Name	Non-Traditional Gender	CIP Code
IC11	Masonry I	F	46.0101
IC12	Masonry II	F	46.0101
IC13	Masonry III	F	46.0101

Arts, AV Technology & Communications (Foundational Courses)

Course Code	Course Name	Non-Traditional Gender	CIP Code
IU10	Introduction to Trade & Industrial Education	F	46.0000
ME11	Entrepreneurship I	F	52.0701
FA31	Apparel & Textile Production I	M	19.0902
FA32	Apparel & Textile Production II	M	19.0902
IA31	Digital Media I	F	10.0105
IA32	Advanced Digital Media	F	10.0105
II31	Adobe Visual Design	F	10.0105
II32	Adobe Digital Design	F	10.0105
II33	Adobe Video Design	F	10.0105

Business Management & Administration (Foundational Courses)

Course Code	Course Name	Non-Traditional Gender	CIP Code
ME11	Entrepreneurship I	F	52.0701
ME12	Entrepreneurship II	F	52.0701

Finance (Foundational Courses)

Course Code	Course Name	Non-Traditional Gender	CIP Code
ME11	Entrepreneurship I	F	52.0701
BM20	Microsoft Excel & Access	M	11.0601
BA10	Accounting I	M	52.0302
BA20	Accounting II	M	52.0302
BA30	College-Level Accounting Honors	M	52.0302

Health Science (Foundational Courses)

Course Code	Course Name	Non-Traditional Gender	CIP Code
HB11	Biomedical Technology I	F	15.0401
HB12	Biomedical Technology II	F	15.0401
HN43	Nursing Fundamentals	M	51.3999
HH32	Pharmacy Technician	M	51.0805

Hospitality & Tourism (Foundational Courses)

Course Code	Course Name	Non-Traditional Gender	CIP Code
FH20	Introduction to Culinary Arts & Hospitality	F	12.0500
FH21	Culinary Arts & Hospitality I	F	12.0500
FH22	Culinary Arts & Hospitality II	F	12.0500
FH71	ProStart I	F	12.0500
FH72	ProStart II	F	12.0500
FN42	Foods & Nutrition II	M	19.0599
MH42	Hospitality & Tourism	M	52.1905
ME11	Entrepreneurship I	F	52.0701
ME12	Entrepreneurship II	F	52.0701

Human Services (Foundational Courses)

Course Code	Course Name	Non-Traditional Gender	CIP Code
FE11	Early Childhood I	M	13.1210
FE12	Early Childhood II	M	13.1210

Information Technology (Foundational Courses)

Course Code	Course Name	Non-Traditional Gender	CIP Code
BI10	Foundations of Information Technology	F	11.0103
BI05	Information Technology in a Global Society	F	11.0103
IU10	Introduction to Trade & Industrial Education	F	46.0000
BP10	Computer Programming I	F	11.0201
BP12	Computer Programming II	F	11.0201

Information Technology (Foundational Courses)

Course Code	Course Name	Non-Traditional Gender	CIP Code
II21	Computer Engineering Technology I	F	11.0103
II22	Computer Engineering Technology II	F	11.0103
II11	Cisco Network Engineering Technology I	F	11.1003
II12	Cisco Network Engineering Technology II	F	11.1003
BN20	Network Administration I	F	11.1001
BN22	Network Administration II	F	11.1001
BN24	Network Administration III	F	11.1001

Law, Public Safety, Corrections & Security (Foundational Courses)

Course Code	Course Name	Non-Traditional Gender	CIP Code
IP31	Fire Fighter Technology I	F	43.0201, 43.0203
IP32	Fire Fighter Technology II	F	43.0201, 43.0203
IP33	Fire Fighter Technology III	F	43.0201, 43.0203
IP41	Law & Justice I	F	43.0103
IP42	Law & Justice II	F	43.0103

Manufacturing (Foundational Courses)

Course Code	Course Name	Non-Traditional Gender	CIP Code
IU10	Introduction to Trade & Industrial Education	F	46.0000
IM21	Woodworking I	F	48.0701
IM22	Woodworking II	F	48.0701
IM23	Woodworking III	F	48.0701
IM61	Welding Technology I	F	48.0508
IM62	Welding Technology II	F	48.0508
IM63	Welding Technology III	F	48.0508
IM41	Metals Manufacturing Technology I	F	15.0611
IM42	Metals Manufacturing Technology II	F	15.0611
IM31	Electronics I	F	47.0101
IM32	Electronics II	F	47.0101
IM33	Electronics III	F	47.0101
ME11	Entrepreneurship I	F	52.0701

Marketing (Foundational Courses)			
Course Code	**Course Name**	**Non-Traditional Gender**	**CIP Code**
ME11	Entrepreneurship I	F	52.0701
ME12	Entrepreneurship II	F	52.0701

Science, Technology, Engineering & Mathematics (Foundational Courses)			
Course Code	**Course Name**	**Non-Traditional Gender**	**CIP Code**
IU10	Introduction to Trade & Industrial Education	F	46.0000
TP23	PLTW Civil Engineering & Architecture	F	15.1304
TE13	Engineering Design	F	15.1502
TP31	PLTW Engineering Design & Development	F	15.1502
TP25	PLTW Aerospace Engineering	F	14.0201

Transportation, Distribution & Logistics (Foundational Courses)			
Course Code	**Course Name**	**Non-Traditional Gender**	**CIP Code**
IT11	Introduction to Automotive Service	F	15.0803
IT16	Automotive Service I	F	15.0803
IT17	Automotive Service II	F	15.0803
IT18	Automotive Service III	F	15.0803
ME11	Entrepreneurship I	F	52.0701

Appendix B:

Postsecondary Nontraditional Program List

Postsecondary List of Non-Traditional Gender Programs

This is a list of postsecondary programs that lead to nontraditional-gender occupations

Program Number	Curriculum	Gender Under-Represented
50450	Aerostructure Manufacturing and Repair	female
15100	Agribusiness Technology	female
6024A	Agricultural Systems	female
60410	Agricultural Systems Technology	female
35100	Air Conditioning, Heating, & Refrigeration Technology	female
20130	Alternative Energy Technology: Biofuels	female
60420	Alternative Transportation Technology	female
55100	Animal Care and Management Technology	female
15120	Aquaculture Technology	female
40100	Architectural Technology	female
45110	Associate Degree Nursing	male
45100	Associate Degree Nursing (Integrated)	male
45120	Associate Degree Nursing (Non-Integrated)	male
60100	Autobody Repair	female
40120	Automation/Robotics Technology	female
60190	Automotive Customizing Technology	female
60430	Automotive Light-Duty Diesel Technology	female
60320	Automotive Management	female
60140	Automotive Restoration Technology	female
60160	Automotive Systems Technology	female
6016B	Automotive Systems Technology - Undercar Certificate	female
60150	Aviation Electronics (Avionics) Technology	female
60180	Aviation Management & Career Pilot Technology	female
60200	Aviation Systems Technology	female
2512A	Banking and Finance	male
55110	Barbering	female
55120	Basic Law Enforcement Training	female
50100	Biomedical Equipment Technology	female
3028A	Biomedical Photography	female
50440	Bioprocess Manufacturing Technology	female
35120	Boat Building	female
60330	Boat Manufacture and Service	female
15250	Brewing, Distillation and Fermentation	female

Program Number	Curriculum	Gender Under-Represented
30120	Broadcasting and Production Technology	female
35160	Cabinetmaking	female
5034A	CAD Systems Management	female
50150	CAD Technology	female
35180	Carpentry	female
45180	Central Sterile Processing	male
40140	Civil Engineering Technology	female
60130	Collision Repair and Refinishing Technology	female
35200	Commercial Refrigeration Technology	female
5032D	Composites	female
40160	Computer Engineering Technology	female
25130	Computer Programming	female
25500	Computer Technology Integration	female
50150	Computer-Aided Drafting Technology	female
50210	Computer-Integrated Machining	female
6024B	Construction Equipment Systems	female
60450	Construction Equipment Systems Technology	female
35190	Construction Management Technology	female
55140	Cosmetology	male
55160	Cosmetology Instructor	male
25140	Court Reporting and Captioning	male
55180	Criminal Justice Technology	female
55150	Culinary Arts	female
55200	Culinary Technology	female
45220	Cytotechnology	male
25160	Data Entry	male
45240	Dental Assisting	male
45260	Dental Hygiene	male
25180	Desktop Publishing	male
60460	Diesel and Heavy Equipment Technology	female
45310	Dietetic Technician	male
4032A	Drafting and Design	female
4034A	Drafting and Design	female
55220	Early Childhood Associate	male
35230	Electric Line Construction Technology	female
35210	Electric Lineman Technology	female

Program Number	Curriculum	Gender Under-Represented
50510	Electric Utility Substation And Relay Technology	female
40180	Electrical Engineering Technology	female
50130	Electrical Power And Production Technology	female
35130	Electrical Systems Technology	female
35220	Electrical/Electronics Technology	female
40200	Electronics Engineering Technology	female
50140	Electronics Technology	female
25190	Entertainment Technology	female
25490	Entrepreneurship	female
40150	Environmental Engineering Technology	female
2014B	Environmental Management	female
20230	Environmental Management Technology	female
2014C	Environmental Science - Invasive Species	female
20140	Environmental Science Technology	female
15170	Equine Business Technology	female
55270	Esthetics Instructor	male
55230	Esthetics Technology	male
50190	Facility Maintenance Technology	female
50170	Facility Maintenance Worker	female
30140	Film and Video Production Technology	female
25330	Financial Services	male
30160	Fine And Creative Woodworking	female
55240	Fire Protection Technology	female
4032B	Fire Sprinkler Design	female
15160	Fish And Wildlife Management Technology	female
55260	Funeral Service Education	female
50220	Furniture Upholstery	female
40420	Geomatics Technology	female
25610	Global Logistics And Distribution Management Techn	female
25170	Global Logistics Technology	female
1542A	Golf Course Management	female
15230	Golf Course Management Technology	female
15210	Golf Equipment Technician	female
15220	Greenhouse And Grounds Maintenance	female
30200	Gunsmithing	female
45360	Health Information Technology	male

Program Number	Curriculum	Gender Under-Represented
45970	Health Science: Therapeutic & Diagnostic Services/Nurse Aide	male
45430	Healthcare Interpreting	male
60240	Heavy Equipment and Transport Technology	female
35240	Heavy Equipment Operator	female
45370	Histotechnology	male
15240	Horticulture Technology	female
40240	Industrial Engineering Technology	female
20160	Industrial Laboratory Technology	female
50240	Industrial Maintenance Technology	female
50260	Industrial Management Technology	female
20180	Industrial Pharmaceutical Technology	female
50280	Industrial Specialty Technology	female
2536D	Information and Word Processing	male
25260	Information Systems	female
25270	Information Systems Security	female
2527B	Information Systems Security/Security Hardware	female
25590	Information Technology	female
4020A	Instrumentation	female
5032C	Integrated Operations	female
2512D	International Business	female
25290	Internet Technologies	female
2014C	Invasive Species Management	female
20240	Invasive Species Management Technology	female
40260	Landscape Architecture Technology	female
15260	Landscape Gardening	female
40280	Laser And Photonics Technology	female
2536A	Legal	male
2537A	Legal	male
45390	Licensed Practical Nurse Refresher	male
15280	Livestock And Poultry Technology	female
2512E	Logistics Management	female
40290	Low Impact Development	female
50300	Machining Technology	female
1524A	Management	female
55380	Manicuring Instructor	male

Program Number	Curriculum	Gender Under-Represented
55400	Manicuring/Nail Technology	male
40300	Manufacturing Engineering Technology	female
50320	Manufacturing Technology	female
5032D	Manufacturing Technology/Composites	female
60220	Marine Propulsion Systems	female
6024C	Marine Systems	female
15320	Marine Technology	female
35280	Masonry	female
15340	Meat Processing	female
50340	Mechanical Drafting Technology	female
40320	Mechanical Engineering Technology	female
40350	Mechatronics Engineering Technology	female
45400	Medical Assisting	male
45920	Medical Assisting (Certificate)	male
4540B	Medical Assisting Certificate - Transcription	male
45450	Medical Dosimetry	female
45420	Medical Laboratory Technology	male
25320	Medical Transcription	male
40340	Metallurgical Science Technology	female
4020B	Microelectronics	female
2534B	Microsoft - MCSA Certificate	female
40430	Mission Critical Operations	female
60260	Motorcycle Mechanics	female
20190	Nanotechnology	female
2526D	Network Administration And Support	female
25340	Networking Technology	female
50390	Nuclear Maintenance Technology	female
45840	Nurse Aide (Certificate)	male
45480	Nursing Assistant	male
45500	Occupational Therapy Assistant	male
2526C	Office Applications Specialist	female
2527A	Operating Systems	female
2512G	Operations Management	female
45510	Opththalmic Medical Assistant	male
45520	Optical Apprentice	male
50360	Packaging Machinery Servicing	female

Program Number	Curriculum	Gender Under-Represented
25380	Paralegal Technology	male
45580	Pharmacy Technology	male
45940	Pharmacy Technology (Certificate)	male
45600	Phlebotomy	male
30260	Photofinishing Technology	female
30280	Photographic Technology	female
45640	Physical Therapist Assistant (1+1)	male
45620	Physical Therapist Assistant (2-Year)	male
5032A	Plastics	female
35300	Plumbing	female
3028D	Portrait Studio Management	female
1528A	Poultry Management	female
45660	Practical Nursing	male
50430	Pulp And Paper Production Technology	female
6016A	Race Car Performance	female
60400	Race Car Technology	female
45680	Radiation Therapy Technology	male
2536E	Receptionist	male
45150	Recreational Therapy Assistant	male
15380	Saw Filer	female
15400	Sawyer	female
55450	School Age Care	male
55440	School Age Education	male
2527B	Security Hardware	female
60280	Small Engine And Equipment Repair	female
45730	Speech-Language Pathology Assistant	male
45740	Surgical Technology	male
40380	Surveying Technology	female
40370	Sustainability Technology	female
15410	Sustainable Agriculture	female
1528B	Swine Management	female
15150	Swine Management Technology	female
5522B	Teacher Associate	male
4020C	Telecommunications	female
40400	Telecommunications & Network Engrg Tech	female
45920	Therapeutic & Diagnostic Services/Medical Assisting	male

Program Number	Curriculum	Gender Under-Represented
45930	Therapeutic & Diagnostic Services/Nursing Assistant	male
45950	Therapeutic & Diagnostic Services/Phlebotomy	male
45960	Therapeutic & Diagnostic Services/Therapeutic Massage	male
45750	Therapeutic Massage	male
45760	Therapeutic Recreation	male
45770	Therapeutic Recreation Assistant	male
5030A	Tool, Die, and Mold Making	female
60300	Truck Driver Training	female
15420	Turfgrass Management Technology	female
50410	Upholstery Prod Worker:Spring-Up & Uphol	female
50400	Upholstery Production Worker	female
45780	Veterinary Medical Technology	male
15430	Viticulture And Enology Technology	female
25460	Voice Writing Realtime Reporting	male
20200	Water And Waste Treatment Technology	female
2014A	Water Resources Management	female
50420	Welding Technology	female
15440	Wood Products Technology	female
20220	Zoo And Aquarium Science Technology	male

Appendix C:

North Carolina Career and Technical Student Organizations Mission, Purpose and Criteria for Membership

Mission & Purpose

Career and Technical Student Organizations (CTSO) enhance student learning through contextual instruction, leadership and personal development, applied learning and real-world application. CTSOs work as an integral component of the classroom curriculum and instruction, building upon employability and career skills and concepts through the application and engagement of students in hands-on demonstrations and real life and/or work experiences through a Career and Technical Education (CTE) program. CTSO's help guide students in developing a career path, a program of study and provide opportunities in gaining the skills and abilities needed to be successful in those careers through CTSO activities, programs and competitive events.

In addition, students have opportunities to hold leadership positions at the local, state, and national level and attend leadership development conferences to network with other students as well as business and industry partners.

Criteria for Membership:

To be recognized as a Career and Technical Student Organization (CTSO) in North Carolina, the following criteria must be met:

- CTSO members are organizations whose mission and statement of purpose include:
    1. Offer programs that are integral to the industry or occupational focus that may be associated with a career pathways program, program of study or course.
    2. Serve CTE students and teachers in one or more of the 16 Career Clusters® identified in The National Career Clusters® Framework.
- CTSO members are organizations whose governance reflects their commitment to CTE by:
    1. Incorporation as a 501(c)(3) not-for-profit corporation in the United States.
    2. Organizing themselves into state geographic units.
    3. Having substantial representation on their board of directors from CTE educators and/or administrators.
- CTSO members have sufficient engagement by CTE students, educators and state departments of education to be considered statewide in scope:
    1. Student members must be organized into chapters in middle, secondary and/or postsecondary institutions
    2. A formalized process for election/selection of student leaders/officers at the local, state and national levels and a structured program of work*
    3. Have an identified, participating and employed Executive Director or equivalent.
    4. Have a minimum of 10 career and/or leadership development activities or competitions.

Current Members Include:

DECA
Future Business Leaders of America-Phi Beta Lamba (FBLA-PBL) National
FFA Organization (FFA)
Family, Career and Community Leaders of America (FCCLA)
HOSA – Future Health Professionals
National Technical Honor Society
SkillsUSA
Technology Student Association (TSA)

Appendix D:

Secondary Local Application

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Allotments

	Perk Fed (PRC 017)	State Supp (PRC 014)	Total
	(1)	(2)	
Allotment	$0.00	$0.00	$0.00
Total	$0.00	$0.00	$0.00

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

Participants

Participants	2018-2019	
	Duplicated	Unduplicated
Grand Total		
Male		
Female		
American Indian or Alaskan Native		
Asian		
Black or African American		
Hispanic/ Latino		
Native Hawaiian or Other Pacific Islander		
White		
Two or More Races		
Disability Status (ESEA/ IDEA)		
Economically Disadvantaged		
Single Parents		
Limited English Proficient		

Migrant Status		
Nontraditional Enrollees		
Academically Disadvantaged		

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

Dupl.-Duplicated
Undupl.- Unduplicated

State Totals By Gender

	Agricultural & Natural Resources Tech		Architecture and Construction		Arts, Audio/Video Techn and Comm		Business Management and Administration		Education and Training (8)		Finance		Health Science		Hospitality and Tourism		Human Services		Information Technology		Law, Public Safety, Corrections and Security		Manufacturing		Marketing Sales & Services		Science, Tech, Engineering and Math		Transportation, Distribution & Logistics	
	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.
Female																														
Male																														
Total																														

District Totals

Agricultural & Natural Resources Tech		Architecture and Construction		Arts, Audio/Video Techn and Comm		Business Management and Administration		Education and Training (8)		Finance		Health Science		Hospitality and Tourism		Human Services		Information Technology		Law, Public Safety, Corrections and Security		Manufacturing		Marketing Sales & Services		Science, Tech, Engineering and Math		Transportation, Distribution & Logistics	
Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.

School Totals

School Number	School Name	Agricultural & Natural Resources Tech		Architecture and Construction		Arts, Audio/Video Techn and Comm		Business Management and Administration		Education and Training (8)		Finance		Health Science		Hospitality and Tourism		Human Services		Information Technology		Law, Public Safety, Corrections and Security		Manufacturing		Marketing Sales & Services		Science, Tech, Engineering and Math		Transportation, Distribution & Logistics	
		Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.	Dupl.	Undupl.

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Performance Indicator One (1S1) - Four-Year Graduation Rate. The state goal of 97.30% of CTE Concentrators will count as graduated in the state's computation of the cohort graduation rate.

1S1 Four-Year Graduation Rate Data

Category	2019-2020			2020-2021
	Benchmark	Actual	Gap Analysis	Benchmark
Overall				
Special Populations				
Individual with Disabilities				
Economically Disadvantaged				
Single Parents				
Out of Workforce Individuals				
English Learner				
Homeless Individuals				
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)				

Youth who are in, or have aged out of, the foster care system			
Youth with parents on active duty in the armed forces			
ESSA Categories - Racial & Ethnic			
American Indian or Alaska Native			
Asian			
Black or African American			
Hispanic/Latino			
Native Hawaiian or Other Pacific Islander			
White			
Two or More Races			
Gender			
Male			
Female			

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

2S1 Academic Proficiency in Reading/Language Arts

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Performance Indicator Two (2S1) - Academic Proficiency in Reading/Language Arts. The state goal of 53.7% of CTE Concentrators will meet proficiency as defined by Every Student Succeeds Act (ESSA).

2S1 Academic Proficiency in Reading/Language Arts

Category	2019-2020		2020-2021
	Benchmark	Actual	Gap Analysis	Benchmark
Overall				
Special Populations				
Individual with Disabilities				
Economically Disadvantaged				
Single Parents				
Out of Workforce Individuals				
English Learner				
Homeless Individuals				
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)				

Youth who are in, or have aged out of, the foster care system		
Youth with parents on active duty in the armed forces		
ESSA Categories - Racial & Ethnic		
American Indian or Alaska Native		
Asian		
Black or African American		
Hispanic/Latino		
Native Hawaiian or Other Pacific Islander		
White		
Two or More Races		
Gender		
Male		
Female		

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

2S2 Academic Proficiency in Mathematics

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Performance Indicator Three (2S2) - Academic Proficiency in Mathematics. The state goal of 48.8% of CTE Concentrators will meet proficiency as defined by Every Student Succeeds Act (ESSA).

2S2 Academic Proficiency in Mathematics

Category	2019-2020			2020-2021
	Benchmark	Actual	Gap Analysis	Benchmark
Overall				
Special Populations				
Individual with Disabilities				
Economically Disadvantaged				
Single Parents				
Out of Workforce Individuals				
English Learner				
Homeless Individuals				
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)				

			Youth who are in, or have aged out of, the foster care system
			Youth with parents on active duty in the armed forces
			ESSA Categories - Racial & Ethnic
			American Indian or Alaska Native
			Asian
			Black or African American
			Hispanic/Latino
			Native Hawaiian or Other Pacific Islander
			White
			Two or More Races
			Gender
			Male
			Female

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

2S3 Academic Proficiency in Science

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Performance Indicator Four (2S3) - Academic Proficiency in Science. The state goal of 52.00% of CTE Concentrators will meet proficiency as defined by Every Student Succeeds Act (ESSA).

2S3 Academic Proficiency in Science

Category	2019-2020		2020-2021
	Benchmark	Actual	Gap Analysis	Benchmark
Overall				
Special Populations				
Individual with Disabilities				
Economically Disadvantaged				
Single Parents				
Out of Workforce Individuals				
English Learner				
Homeless Individuals				
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)				

Youth who are in, or have aged out of, the foster care system			
Youth with parents on active duty in the armed forces			
ESSA Categories - Racial & Ethnic			
American Indian or Alaska Native			
Asian			
Black or African American			
Hispanic/Latino			
Native Hawaiian or Other Pacific Islander			
White			
Two or More Races			
Gender			
Male			
Female			

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

3S1 Post-Secondary Placement

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Performance Indicator Five (3S1) - Post-Secondary Placement. The state goal of 95% 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 such as AmeriCorp, or are employed.

3S1 Post-Secondary Placement

Category	2019-2020			2020-2021
	Benchmark	Actual	Gap Analysis	Benchmark
Overall				
Special Populations				
Individual with Disabilities				
Economically Disadvantaged				
Single Parents				
Out of Workforce Individuals				
English Learner				
Homeless Individuals				

Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)			
Youth who are in, or have aged out of, the foster care system			
Youth with parents on active duty in the armed forces			
ESSA Categories - Racial & Ethnic			
American Indian or Alaska Native			
Asian			
Black or African American			
Hispanic/Latino			
Native Hawaiian or Other Pacific Islander			
White			
Two or More Races			
Gender			
Male			
Female			

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

4S1 Non-Traditional Program Enrollment

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Performance Indicator Six (4S1) - Non-traditional Program Enrollment. The state goal of 37.2% of CTE Concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

4S1 Non-traditional Program Enrollment

Category	2019-2020			2020-2021
	Benchmark	Actual	Gap Analysis	Benchmark
Overall				
Special Populations				
Individual with Disabilities				
Economically Disadvantaged				
Single Parents				
Out of Workforce Individuals				
English Learner				
Homeless Individuals				

Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)					
Youth who are in, or have aged out of, the foster care system					
Youth with parents on active duty in the armed forces					
ESSA Categories - Racial & Ethnic					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic/Latino					
Native Hawaiian or Other Pacific Islander					
White					
Two or More Races					
Gender					
Male					
Female					

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

5S1 Program Quality-Attained Recognized Postsecondary Credential

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Performance Indicator Seven (5S1) Program Quality-Attained Recognized Postsecondary Credential. The state goal of 20.00% of CTE Concentrators graduating from high school having attained a recognized postsecondary credential.

5S1 Program Quality-Attained Recognized Postsecondary Credential

Category	2019-2020		2020-2021	
	Benchmark	Actual	Gap Analysis	Benchmark
Overall				
Special Populations				
Individual with Disabilities				
Economically Disadvantaged				
Single Parents				
Out of Workforce Individuals				
English Learner				
Homeless Individuals				

Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)			
Youth who are in, or have aged out of, the foster care system			
Youth with parents on active duty in the armed forces			
ESSA Categories - Racial & Ethnic			
American Indian or Alaska Native			
Asian			
Black or African American			
Hispanic/Latino			
Native Hawaiian or Other Pacific Islander			
White			
Two or More Races			
Gender			
Male			
Female			

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

5S4 Program Quality-Proof of Learning

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Performance Indicator Eight (5S4) Program Quality-Other. The state goal of 70.9% of CTE Participants who have met proficiency using the state assessment measure in the reporting year.

5S4 Program Quality-Proof of Learning

Category	2019-2020			2020-2021
	Benchmark	Actual	Gap Analysis	Benchmark
Overall				
Special Populations				
Individual with Disabilities				
Economically Disadvantaged				
Single Parents				
Out of Workforce Individuals				
English Learner				
Homeless Individuals				
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)				

Youth who are in, or have aged out of, the foster care system				
Youth with parents on active duty in the armed forces				
ESSA Categories - Racial & Ethnic				
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic/Latino				
Native Hawaiian or Other Pacific Islander				
White				
Two or More Races				
Gender				
Male				
Female				

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

Evaluation of Performance

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response. Complete the narratives beneath the response tables.

Evaluation of performance of students served with respect to state determined and local levels of performance.

Performance Goals

1 = Not Met (< 90% of SDPL/Goal) 2 = Met (= 90% and up to SDPL/Goal) 3 = Exceeded (> of SDPL/Goal)

		2019-2020
a)	Graduation Rate (1S1): Student performance met or exceeded the state-determined performance level.	* Select... ▼
b)	Graduation Rate (1S1): Student performance met or exceeded the state goal.	* Select... ▼
c)	Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state-determined performance level.	* Select... ▼
d)	Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state goal.	* Select... ▼
e)	Academic Proficiency - Mathematics (2S2): Student performance met or exceeded the state-determined performance level.	* Select... ▼
f)	Academic Proficiency - Mathematics (2S2): Student performance met or exceeded the state goal.	* Select... ▼
g)	Academic Proficiency - Science (2S3): Student performance met or exceeded the state-determined performance level.	* Select... ▼

h)	Academic Proficiency - Science (2S3): Student performance met or exceeded the state goal.	* Select... ▼
i)	Postsecondary Placement (3S1): Student performance met or exceeded the state-determined performance level.	* Select... ▼
j)	Postsecondary Placement (3S1): Student performance met or exceeded the state goal.	* Select... ▼
k)	Non-Traditional Program Enrollment (4S1): Student performance met or exceeded the state-determined performance level.	* Select... ▼
l)	Non-Traditional Program Enrollment (4S1): Student performance met or exceeded the state goal.	* Select... ▼
m)	Program Quality - Attained Recognized Postsecondary Credentials (5S1): Student performance met or exceeded the state-determined performance level.	* Select... ▼
n)	Program Quality - Attained Recognized Postsecondary Credentials (5S1): Student performance met or exceeded the state goal.	* Select... ▼
o)	Program Quality - Other (5S4): Student performance met or exceeded the state-determined performance level.	* Select... ▼
p)	Program Quality - Other (5S4): Student performance met or exceeded the state goal.	* Select... ▼

CTE Administration

		2019-2020
0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		
q)	The CTE Administration consistently provides school administrators and teachers with CTE Performance Indicator data.	* Select... ▼
r)	The CTE Administration frequently shares data analysis results in an understandable format with all stakeholders in a timely and effective manner.	* Select... ▼
s)	The CTE Administration leads teachers and administrators in processes that monitor students work to ensure high standards of rigor and relevancy.	* Select... ▼

t)	The CTE Administration has a regular, ongoing process for leading schools through the analysis of their data and for making adjustments to their programs based on data analysis.	* [Select... ▼]
u)	The CTE Administration has a systematic, ongoing process for monitoring the progress toward achieving the goals of the strategic plan.	* [Select... ▼]

* Consultation Method

* What We Are Doing Well

* Identified Needs

Labor Market Alignment

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response. Complete the narratives beneath the response tables.

Aligned to state, regional or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate; or designed to meet local education or economic needs not identified by state boards or local workforce development boards.

Labor market alignment

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020
a) All current Career Pathways align to current industry demand and needs.	* Select... ▼
b) Projected industry growth has been analyzed and processes are in place to phase in new Career Pathways and phase out those that do not align to industry demand.	* Select... ▼
c) Emerging occupations have been identified and plans are in place to implement programs and activity offerings to students.	* Select... ▼
d) Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified.	* Select... ▼
e) CTE concentrator graduates are entering postsecondary opportunities (work, college, etc.) aligned to their high school concentration.	* Select... ▼
f) Opportunities for special populations to participate in the labor market have been identified and programs/activities have been implemented to prepare special population students for postsecondary (work, college, etc.) opportunities.	* Select... ▼

* **Consultation Method**

* **What We Are Doing Well**

* **Identified Needs**

* **Describe how the identified needs will be addressed.**

Size, Scope, and Quality

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Sufficient in size, scope, and quality to meet the needs of all students served.

Size and Scope of Program

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020
a) CTE enrollment data is analyzed and used to inform program offerings.	* Select... ▼
b) CTE enrollment data is analyzed and used to inform the number of courses and course sections within the program.	* Select... ▼
c) All students are able to enroll in the CTE program(s) of their choice and not denied access due to limited course offerings, lack of advisement, local enrollment restrictions, etc.	* Select... ▼

CTE Teaching and Learning Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020
a) Course blueprints are used to inform instruction in all CTE courses.	* Select... ▼
b) Course User Guides are used to ensure instructional time is maximized in all CTE courses.	* Select... ▼
c) Both teachers and students have a clear understanding of learning targets.	* Select... ▼
d) Classroom instruction is aligned to the Standard Course of Study Standards/Objectives and delivered using the appropriate level of rigor.	* Select... ▼

e)	Students are challenged and are engaged in cognitive rigor that leads to demonstration of knowledge and learning.	* ▶ Select...
f)	Teachers actively plan for student differences so that all students can learn to the best of their ability.	* ▶ Select...
g)	Classroom instruction is planned to foster student engagement.	* ▶ Select...
h)	Formative, authentic and summative assessments are aligned to the Standard Course of Study Standards/Objectives and are assessed at the appropriate level of rigor.	* ▶ Select...

Facilities and Equipment Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2020
a)	Facilities, equipment, technology and materials meet state-level CTE program guidelines.	* ▶ Select...
b)	Facilities, equipment and technology reflect current workplace, industry and/or occupational practices and requirements.	* ▶ Select...
c)	Equipment and technology to student ratio meets state-level guidelines.	* ▶ Select...
d)	Facilities, equipment and technology are in good working order and are used in a safe manner.	* ▶ Select...
e)	Adequate classroom and/or workshop space is available.	* ▶ Select...
f)	Safety inspection of CTE labs/shop areas are conducted annually (at minimum).	* ▶ Select...
g)	Instructional facilities are clean, well-organized, and conducive to learning.	* ▶ Select...
h)	Students demonstrate safe and appropriate use of facilities, equipment, technology and materials within the program of study.	* ▶ Select...
i)	Regularly inspect, update and replace equipment, technology and materials.	* ▶ Select...

Career Awareness, Exploration and Preparation Quality

	0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020
a)	Career Interest Inventories are administered and used for advisement and registration.	* Select... ▶
b)	Career awareness, exploratory and development information/opportunities are shared verbally (group or individual) with students, parents, staff and other stakeholders.	* Select... ▶
c)	Career awareness, exploratory and development information/opportunities are shared through other means of non-verbal media (brochures, websites, flyers, social media, etc.).	* Select... ▶
d)	CTE students participate in employer visits, career fairs, industry and postsecondary tours.	* Select... ▶
e)	Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.	* Select... ▶
f)	Each CTE student in the program of study has a personalized, multi-year education and Career Development Plan (CDP) that reflects exploration of the student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning (e.g. WBL, CTSOs and credentialing).	* Select... ▶
g)	Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation, student credentialing and articulated credit.	* Select... ▶
h)	Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.	* Select... ▶
i)	Students in the program of study have access to job search information and placement services as they near completion of the program of study.	* Select... ▶

j)	Career development professionals have access to professional development and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.

* Select... ▼

Student Credentialing Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished   **2019-2020**

a)	Students are provided credentialing opportunities in CTE courses that offer student credentialing.	* Select... ▼
b)	Students are provided their first credential opportunity attempt at no cost for each aligned CTE course that they are enrolled.	* Select... ▼
c)	Student credential data provides evidence of a successful credentialing program.	* Select... ▼

Postsecondary Alignment Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished   **2019-2020**

a)	Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.	* Select... ▼
b)	The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.	* Select... ▼
c)	A MOU has been created outlining articulation and CTE CCP opportunities for students and evaluated on a regular basis.	* Select... ▼
d)	A process is in place to ensure students receive articulated credits upon matriculation.	* Select... ▼

Partnership Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished a) Advisory council members represent employers in local, regional, or state "in-demand" jobs.

		2019-2020
a)	Advisory council members represent employers in local, regional, or state "in-demand" jobs.	* Select... ▸
b)	Advisory council members are engaged and assist in the planning and implementation process of the CTE program.	* Select... ▸
c)	Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs.	* Select... ▸
d)	Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders.	* Select... ▸
e)	Partners provide guidance in the selection of Career Pathways that meet current and future workforce demand.	* Select... ▸
f)	Partners provide guidance in the identification of industry recognized credentials aligned to in-demand jobs.	* Select... ▸
g)	Partners support student extended learning by providing opportunities such as work-based learning experiences.	* Select... ▸
h)	Partners support teacher extended learning by providing opportunities such as externships to stay current with industry-relevant knowledge and skills.	* Select... ▸
i)	Partners support program of study sustainability by advocating for and promoting the program of study.	* Select... ▸

Career and Technical Student Organizations Quality

	2019-2020
0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	

a)	CTSOs are offered to all students for each program area offered at the middle school level.	* Select... ▶
b)	CTSOs are offered to all students for each program area offered at the high school level.	* Select... ▶
c)	CTSO's have a calendar of events and hold regular meetings.	* Select... ▶
d)	CTSOs provide opportunities for students to participate in relevant competitive events.	* Select... ▶
e)	CTSOs provide opportunities for students to participate in relevant community and school service activities.	* Select... ▶
f)	CTSOs provide opportunities for students to participate in leadership development activities.	* Select... ▶
g)	CTSOs are supervised by CTE staff with clearly defined roles.	* Select... ▶
h)	CTSOs are aligned with relevant national, state and/or local standards.	* Select... ▶
i)	CTSOs have a formal officer team in place with assigned leadership positions.	* Select... ▶
j)	CTSO advisors attend professional learning opportunities to be prepared to be an effective advisor.	* Select... ▶

Work-Based Learning Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2020
a)	A full continuum of industry learning, and work-based learning experiences are offered to students.	* Select... ▶
b)	Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills.	* Select... ▶
c)	Work-based learning experiences are intentionally aligned with each student's education and career goals.	* Select... ▶

d)	Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).	* Select... ▼
e)	Work-based learning experiences are supervised by CTE staff with clearly defined roles.	* Select... ▼
f)	Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio, journal and/or presentation.	* Select... ▼

* Consultation Method

* What We Are Doing Well

* Identified Needs

* Describe how the identified needs will be addressed.

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Evaluation of progress toward the implementation of career and technical education programs and pathways.

Career Pathways Implementation Evaluation of Progress	2019-2020
0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	
a) Career Pathways offerings are based on an analysis of data trends including enrollment and retention over time, alignment to region and state labor market demand, learner outcomes, and degree of secondary and postsecondary alignment.	* Select... ▼
b) Secondary or postsecondary partners play a role in Career Pathways design and delivery.	* Select... ▼
c) Business and industry partners play a role in Career Pathways design and delivery.	* Select... ▼
d) Current and future workforce needs and economic priorities in your locale are used to determine Career Pathways offerings.	* Select... ▼
e) Secondary and postsecondary courses within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.	* Select... ▼
f) Career Pathways allow for multiple entry and exit points.	* Select... ▼
g) Career Pathways provide relevant work-based learning opportunities.	* Select... ▼
h) Career Pathways provide relevant credentialing opportunities as appropriate.	* Select... ▼
i) Career Pathways provide CTSO opportunities.	* Select... ▼

j)	Students in the Career Pathways have opportunities to earn credit that articulates to the next level of education, such as through articulation and CTE Career and College Promise.	* Select... ▶
k)	Plans are in place for reviewing and implementing future work-based learning, industry certifications, early post-secondary opportunities, and career development activities, including data on learner participation and success in such efforts.	* Select... ▶
l)	Career Pathways information are mapped out in an easy to read format informing students and parents the appropriate course sequence providing a seamless transition to postsecondary opportunities and the workforce.	* Select... ▶

* Consultation Method

* What We Are Doing Well

* Identified Needs

* Describe how the identified needs will be addressed.

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Recruitment, Retention and Training of CTE Teachers

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020
a) CTE staff supporting the program of study meet appropriate state certification and licensing requirements.	* Select... ▼
b) CTE staff supporting the program of study hold the industry recognized credential(s) that they offer to students.	* Select... ▼
c) CTE staff reflect the demographic makeup of the student body.	* Select... ▼
d) CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.	* Select... ▼
e) CTE staff attend local, regional, and state professional development opportunities.	* Select... ▼
f) CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment, and extended learning activities and to analyze data for program improvement.	* Select... ▼
g) Student data informs the professional learning opportunities provided to teachers.	* Select... ▼

h)	Transparent processes are in place to retain and recognize CTE teachers and support staff.	* Select... ▶
i)	Exit interviews are analyzed for patterns to inform processes and practices.	* Select... ▶
j)	Consistent processes and supports are available for all newly hired CTE teachers and support staff.	* Select... ▶
k)	CTE teachers and support staff participate in structured, data driven, student focused professional learning communities.	* Select... ▶
l)	Teacher recruitment plans are developed based on the analysis of CTE position shortage trends.	* Select... ▶

* Consultation Method

* What We Are Doing Well

* Identified Needs

* Describe how the identified needs will be addressed.

Equal Access to High-Quality CTE Programs of Study for All Students

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:
o **Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;**
o **Providing programs that are designed to enable special populations to meet the local levels of performance; and**
o **Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.**

Equal Access to High-Quality CTE Programs of Study for All Students

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	**2019-2020**
a) All learners have access to high-quality CTE programs of study.	* Select... ▶
b) The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.	* Select... ▶
c) Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and special populations.	* Select... ▶
d) Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.	* Select... ▶
e) Facilities, equipment, technology and materials are provided in a way that ensure all students have the opportunity to achieve success in the program of study.	* Select... ▶

f)	Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.	* ▾ Select...
g)	Supportive services are provided to ensure all students have the opportunity to achieve success in the program of study, as appropriate.	* ▾ Select...
h)	Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation and articulated credit, for all students.	* ▾ Select...

* Consultation Method

* What We Are Doing Well

* Identified Needs

* Describe how the identified needs will be addressed.

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part III: Local Application Narratives

Instructions

List all state-approved career pathways offered by your district using the drop down box below. The pathways are grouped alphabetically by the career clusters in the table below. Typing the first two or three letters of the career cluster in the drop down list will move the list to that career cluster list of pathways.

Select Add Row to add additional pathways.

Complete the narratives below the list.

State Approved Career Clusters

Agriculture, Food, & Natural Resources	Finance	Law, Public Safety, Corrections & Security
Architecture & Construction	Health Science	Manufacturing
Arts, A/V Technology, & Communications	Hospitality & Tourism	Marketing
Business Management & Administration	Human Services	Science, Technology, Engineering, & Mathematics
Education & Training	Information Technology	Transportation, Distribution & Logistics

State Approved Career Pathways - List all career pathways offered by your district.

* [Select... ▸]

1) CTE course offerings and activities provided with Perkins funds must include at least one state-approved Career Pathway.

* Describe how the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded.

* CTE Local Courses

○ CTE Local Course Options are not offered in our school district.

○ CTE Local Course Options are offered and have been approved through the LCO application process.

* Describe how students, including special populations students, will learn about their school's CTE course offerings and whether each course is part of a CTE Career Pathway.

* 2) Describe how the following activities will be provided in collaboration with local workforce development boards and other local workforce agencies, WIOA one-stop delivery systems and other partners:

- Career exploration and career development coursework, activities or services.

- Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations, as determined by the comprehensive local needs assessment.

- Provide career exploration and career development through a systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study.

* 3) Describe how the local eligible recipient will:

-- Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

-- Prepare CTE participants for non-traditional fields;

-- Provide equal access for special populations to CTE courses, programs, and programs of study; and

-- Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

4) Describe work-based learning opportunities that the local eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students. Include descriptions of at least two work-based learning opportunities that are related to CTE

instruction. These worked-based learning opportunities shall consist of on-the-job training through an internship, cooperative education, apprenticeship program or experiential learning such as Nursing Fundamental Clinicals, etc.

* 5) Describe how students participating in CTE programs will be provided with the opportunity to gain postsecondary credit while still attending high school, such as articulated credit and CTE Career and College Promise (CCP).

* 6) Describe the support provided for the recruitment, preparation, retention and training, including professional development, of teachers, faculty, administrations, and specialized instructional support personnel and paraprofessionals, including individuals from groups underrepresented in the teaching profession.

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part IV: Application for Workstudy Program

1. Students participating in the program are:

(a) enrolled and in good standing in a bonafide career and technical education program;

(b) accepted for enrollment in a bonafide career and technical education program;

(c) full-time students;

(d) in need of the earnings from such employment to commence or continue their career and technical education program;

(e) at least 15 years of age and less than 21 years of age at the date of commencement of employment; and

(f) in the opinion of appropriate school authorities, are capable of maintaining good standing in their academic and career and technical education program while employed under the work-study program.

(g) gaining knowledge attainment and skills related to their career pathways.

2. Hours and compensation/limitations are:

(a) maximum of 20 hours per week while classes are in session;

(b) no limitation on amount earned during regular school term;

(c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and

(d) rate per hour -

Minimum: Effective State minimum wage rate;

Maximum: Effective Federal minimum wage rate

3. Place of employment may be:

(a) Local education agency, or

(b) Public or non-profit, private agency or institution -- Federal, State, or Local.

(c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and

4. Programs will be coordinated such that:

(a) Work will be performed pursuant to a written agreement between the local educational agency and participating public agency or institution;

(b) Work so performed will be adequately supervised and coordinated; and

(c) Work will not supplant present employees of participating agency or institution.

(d) In cases where work is performed for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that the students so employed are not Federal employees for any purpose.

☐ **Our district WILL be participating in the Workstudy Program.**

5. Check the criteria used to determine eligibility to participate in work-study program:

☐ (a) Family or individuals' annual income are at or below the official poverty line.

(b) Family or individuals are eligible for free or reduced price lunch.

(c) Family or individuals are eligible for Aid to Families with Dependent Children or other public assistance.

(d) Family or individuals are eligible for participation in programs assisted under Title II of JTPA.

(e) If handicapped; each student also meets disadvantaged criteria (plus 1 or more of (a) - (d)).

6. This application covers the amount of State Career Technical Education work-study funds indicated in A. and will serve the students identified in B. below. Funds identified must be shown on program budget - Salaries.

| A. State Funds | * $ |
| B. Estimated Number of Students Participating | * |

7. Identification of Work-Study Supervisor

* Name

* Title

* 8. Description of work-study activities:

Budget

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)

Purpose Code / Object Code	Regular Curricular 5110	CTE 5120	Special Populations 5220	Alternative K-12 5310	Guidance Services 5830	CTE Curricular Support & Develop. 6120	Transportation 6550	Audit Services 6930	Payments to Other Gov Units 8100	Total
113 - Salary - Director and/or Supervisor						0.00				0.00
121 - Salary - Teacher		0.00		0.00						0.00
122 - Salary - Interim Teacher – Non Cert		0.00		0.00						0.00
124 - Salary - VIF		0.00		0.00						0.00
131 - Salary - Instruct. Support I - Reg.		0.00	0.00		0.00					0.00
142 - Salary - TA - NCLB		0.00	0.00	0.00						0.00
143 - Salary - Tutor		0.00	0.00	0.00						0.00
146 - Salary - Specialist (School-Based)		0.00	0.00	0.00		0.00				0.00
151 - Salary - Office Support						0.00				0.00
153 - Salary - Admin Specialist						0.00				0.00
162 - Substitute Pay - Reg. Absence		0.00		0.00						0.00
163 - Substitute Pay - Staff Dev.	0.00	0.00		0.00						0.00

Field						
164 - Salary - Full Time Sub - Non-Cert	0.00			0.00		0.00
165 - Substitute Pay - Non-Teaching	0.00			0.00		
166 - Tchr. Asst. Pay - Staff Dev.	0.00			0.00		0.00
167 - Tchr. Asst. Pay - Reg. Absence	0.00			0.00		0.00
171 - Salary - Driver	0.00					0.00
172 - Salary - Driver Overtime	0.00					0.00
175 - Salary - Skilled Trades	0.00					0.00
180 - Supplementary and Benefits-Related Pay	0.00		0.00	0.00	0.00	0.00
181 - Supplementary Pay	0.00			0.00		
183 - Bonus Pay	0.00		0.00	0.00	0.00	0.00
184 - Longevity Pay	0.00		0.00	0.00	0.00	0.00
189 - Short Term Disability – First Six Months	0.00		0.00	0.00	0.00	0.00
191 - Curriculum Development Pay	0.00			0.00		0.00
192 - Additional Responsibility Stipend	0.00					0.00
193 - Mentor Stipend	0.00					0.00
196 - Staff Dev. Participant Pay	0.00	0.00	0.00	0.00	0.00	0.00
197 - Staff						

Account						
Development Instructor	0.00		0.00	0.00	0.00	0.00
198 - Tutorial Pay	0.00			0.00	0.00	0.00
199 - Overtime Pay	0.00	0.00		0.00	0.00	0.00
211 - Employer's Soc Sec - Regular	0.00	0.00	0.00	0.00	0.00	0.00
221 - Employer's Retirement - Regular	0.00	0.00	0.00	0.00	0.00	0.00
231 - Employer's Hospitalization Ins	0.00		0.00	0.00	0.00	0.00
232 - Employer's Workers' Comp Ins	0.00		0.00	0.00	0.00	0.00
233 - Employer's Unemployment Ins	0.00	0.00	0.00	0.00	0.00	0.00
234 - Employer's Dental Ins Cost	0.00					0.00
235 - Employer's Life Insurance Cost			0.00		0.00	0.00
311 - Contracted Services	0.00		0.00	0.00	0.00	0.00
312 - Workshop Exp/Allowable Travel	0.00	0.00	0.00	0.00	0.00	0.00
313 - Advertising Cost	0.00		0.00	0.00	0.00	0.00
314 - Printing and Binding Fees	0.00		0.00	0.00	0.00	0.00
315 - Reproduction Costs	0.00		0.00	0.00	0.00	0.00
319 - Other Professional/Technical Svc	0.00		0.00			0.00
326 - Contracted	0.00		0.00	0.00	0.00	0.00

Repairs - Equipment						
327 - Rentals/Leases	0.00	0.00	0.00	0.00	0.00	0.00
331 - Pupil Transportation - Contract	0.00		0.00	0.00		0.00
332 - Travel Reimbursement	0.00	0.00	0.00	0.00	0.00	0.00
333 - Field Trips	0.00	0.00	0.00			0.00
341 - Telephone	0.00	0.00	0.00	0.00	0.00	0.00
342 - Postage	0.00	0.00	0.00	0.00	0.00	0.00
343 - Telecommunications Services	0.00	0.00	0.00	0.00	0.00	0.00
344 - Mobile Communication	0.00	0.00	0.00	0.00		0.00
351 - Tuition Fees	0.00	0.00	0.00			0.00
352 - Employee Education Reimb	0.00	0.00	0.00	0.00		0.00
379 - Other Insurance & Judgments	0.00	0.00				
392 - Indirect Cost					0.00	0.00
411 - Supplies and Materials	0.00	0.00	0.00	0.00		0.00
413 - Other Textbooks	0.00	0.00	0.00	0.00		0.00
414 - Library Books	0.00	0.00	0.00	0.00		0.00
418 - Computer Software and Supplies	0.00	0.00	0.00	0.00		0.00
422 - Repair Parts, Materials & Labor	0.00	0.00	0.00	0.00	0.00	0.00

Account						
423 - Gas/Diesel Fuel		0.00				0.00
424 - Oil		0.00				0.00
425 - Tires and Tubes		0.00				0.00
461 - Furniture and Equipment - Inventoried	0.00	0.00	0.00	0.00	0.00	0.00
462 - Computer Equipment - Inventoried	0.00	0.00	0.00	0.00	0.00	0.00
471 - Sales and Use Tax Expense	0.00	0.00	0.00	0.00	0.00	0.00
472 - Sales and Use Tax Refund					0.00	
541 - Equipment Purchase - Capitalized	0.00	0.00	0.00	0.00	0.00	0.00
542 - Computer Hardware Purchase - Capitalized	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00

Adjusted Allocation 0.00

Remaining 0.00

**Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 -
Part V - 1: Perkins Federal Grant (PRC 017)**

Required Documents

This page is currently not accepting Related Documents.

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)

Months of Employment (PRC 013) Allotment:

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)

Required Documents

Type	Document Template	Document/Link
Months of Employment (PRC 013) Planning Budget [Upload 1 document(s)]	N/A	

Budget

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part V - 3: State Support Grant (PRC 014)

Purpose Code / Object Code	Regular Curricular 5110	CTE 5120	Special Populations 5220	Alternative K-12 5310	Guidance Services 5830	CTE Curricular Support & Develop. 6120	Transportation 6550	Total
121 - Salary - Teacher		0.00		0.00				0.00
122 - Salary - Interim Teacher – Non Cert		0.00		0.00				0.00
124 - Salary - VIF		0.00		0.00				0.00
131 - Salary - Instruct. Support I - Reg.		0.00	0.00		0.00			0.00
142 - Salary - TA - NCLB		0.00		0.00				0.00
143 - Salary - Tutor		0.00	0.00	0.00				0.00
146 - Salary - Specialist (School-Based)		0.00		0.00		0.00		0.00
148 - Non-Certified Instructor		0.00						0.00
151 - Salary - Office Support						0.00		0.00
152 - Salary -						0.00		0.00

Technician

Category					
162 - Substitute Pay - Reg. Absence	0.00	0.00		0.00	
163 - Substitute Pay - Staff Dev.	0.00	0.00	0.00	0.00	
164 - Salary - Full Time Sub - Non-Cert	0.00	0.00		0.00	
165 - Substitute Pay - Non-Teaching				0.00	
166 - Tchr. Asst. Pay - Staff Dev.	0.00	0.00		0.00	
167 - Tchr. Asst. Pay - Reg. Absence	0.00	0.00		0.00	
171 - Salary - Driver				0.00	
172 - Salary - Driver Overtime				0.00	
175 - Salary - Skilled Trades				0.00	
177 - Work Study Student	0.00	0.00		0.00	
183 - Bonus Pay	0.00	0.00	0.00	0.00	0.00
184 - Longevity Pay	0.00	0.00	0.00	0.00	0.00
185 - Bonus Leave Payoff	0.00	0.00	0.00	0.00	
188 - Annual Leave Payoff	0.00	0.00	0.00	0.00	

Field						
189 - Short Term Disability – First Six Months	0.00	0.00	0.00	0.00		
191 - Curriculum Development Pay	0.00		0.00	0.00	0.00	
192 - Additional Responsibility Stipend	0.00			0.00		
196 - Staff Dev. Participant Pay	0.00	0.00	0.00	0.00	0.00	
197 - Staff Development Instructor		0.00	0.00	0.00	0.00	
199 - Overtime Pay	0.00	0.00	0.00	0.00	0.00	0.00
211 - Employer's Soc Sec - Regular	0.00	0.00	0.00	0.00	0.00	0.00
221 - Employer's Retirement - Regular	0.00	0.00	0.00	0.00	0.00	0.00
231 - Employer's Hospitalization Ins		0.00	0.00	0.00	0.00	0.00
232 - Employer's Workers' Comp Ins	0.00	0.00	0.00	0.00	0.00	0.00
234 - Employer's Dental Ins Cost		0.00		0.00		
311 - Contracted Services	0.00	0.00	0.00	0.00		0.00
312 - Workshop Exp/Allowable Travel	0.00	0.00	0.00	0.00		0.00

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Account						
313 - Advertising Cost	0.00		0.00	0.00	0.00	0.00
314 - Printing and Binding Fees	0.00		0.00	0.00	0.00	0.00
315 - Reproduction Costs	0.00		0.00	0.00	0.00	0.00
319 - Other Professional/Technical Svc	0.00		0.00	0.00		0.00
326 - Contracted Repairs - Equipment	0.00		0.00	0.00	0.00	0.00
327 - Rentals/Leases	0.00		0.00	0.00	0.00	0.00
331 - Pupil Transportation - Contract					0.00	0.00
332 - Travel Reimbursement	0.00	0.00	0.00	0.00	0.00	0.00
333 - Field Trips	0.00		0.00	0.00	0.00	0.00
341 - Telephone	0.00		0.00	0.00	0.00	0.00
342 - Postage	0.00		0.00	0.00	0.00	0.00
343 - Telecommunications Services	0.00		0.00	0.00	0.00	0.00
344 - Mobile Communication	0.00		0.00	0.00	0.00	0.00
351 - Tuition Fees	0.00		0.00	0.00		0.00

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Account						
352 - Employee Education Reimb	0.00		0.00	0.00	0.00	0.00
379 - Other Insurance & Judgments	0.00		0.00			0.00
411 - Supplies and Materials	0.00		0.00	0.00	0.00	0.00
413 - Other Textbooks	0.00		0.00	0.00		0.00
414 - Library Books	0.00		0.00	0.00	0.00	0.00
418 - Computer Software and Supplies	0.00		0.00	0.00	0.00	0.00
422 - Repair Parts, Materials & Labor	0.00	0.00	0.00	0.00	0.00	0.00
423 - Gas/Diesel Fuel		0.00				0.00
424 - Oil		0.00				0.00
425 - Tires and Tubes		0.00				0.00
459 - Other Food Purchases					0.00	0.00
461 - Furniture and Equipment - Inventoried	0.00		0.00	0.00	0.00	0.00
462 - Computer Equipment - Inventoried	0.00		0.00	0.00	0.00	0.00
471 - Sales and Use Tax Expense	0.00		0.00	0.00	0.00	0.00

541 - Equipment Purchase - Capitalized	0.00	0.00	0.00	0.00	0.00	0.00
542 - Computer Hardware Purchase - Capitalized	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00

Adjusted Allocation 0.00

Remaining 0.00

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part V - 3: State Support Grant (PRC 014)

Required Documents

This page is currently not accepting Related Documents.

Assurances

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part VI: Assurances and Certifications

The development of this application for state/federal aid for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief.

These assurances and certifications confirm the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local application. State legal requirements are designated by an (S) and federal requirements ((Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (P. L. 111 - 224) requirements by an (F).

☐ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that:**

A. Local Application for Career and Technical Education Programs

1. The purposes of career and technical education as established in Chapter 115C, Article 10 of the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the career and technical education programs within this local education agency (LEA). (S.) (Article 10 Part 1 Section 115C-151)

2. Career and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154 (6)(7))

3. The LEA will provide free appropriate career and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies. (S. 115C-157)

4.	The expenditures in this plan will adhere to the most recent NC Career and Technical Education (CTE) Fiscal and Policy Guide. (S. 115C-154 (9); 115C-156)
5.	The programs in this plan will adhere to the most recent NC Career and Technical Education Standard Course of Study Guide. (S. 115C-154)
6.	The LEA has developed a career and technical education plan that describes the career and technical education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs. (S. 115C-154 (8)) (F. 134 (a))
7.	The LEA has conducted a comprehensive local needs assessment related to career and technical education and has included the results of the needs assessment in the local application. (F. 134 (c)(A))
8.	The LEA has conducted a comprehensive local needs assessment related to career and technical education not less than once every 2 years. (F. 134 (c)(B))
9.	The career and technical education programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years. (S. 115C-154.1 (2))
10.	For all current job skill programs, there is a documented need based on labor market data or follow-up data or there is a plan to redirect the program within two years. (S. 115C-154.1 (3))
11.	Career and technical education programs in the LEA are in accordance with the purposes of G.S. 115C-151:
A.	Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151 (1))
B.	Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education. (S. 115C-151 (2))
C.	Career Development Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151 (3))
12.	New career and technical education programs show documented need based on student demands, or for new job skill programs, based on student and labor market demands (S. 115C-154.1(4)); or, address high-wage or high skill or in-demand occupations. (F. 135 (3))

13.	All career and technical education programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1 (5))
14.	Local programs using the cooperative career and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154)
15.	Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. (F. 135 (b)(1))
16.	Provide professional development programs for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. counselors, and administrators. (F. 135 (b)(1)(2))
17.	The definitions of specific career and technical education program elements are adhered to. (S. 115C-152 (1)(2)(3)(4))
18.	Support integration of academic skills into career and technical education programs and programs of study. (F.135 (4))
19.	Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance. (F. 135 (5))
20.	A formal system of evaluation is conducted annually to determine how the programs meet their state objectives and are relevant to employment and occupational needs of students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S. 115C-154 (10))
21.	Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive local needs assessment required. (F. 135 (b)(6))

22.	An organized system for conducting follow-up studies to determine the effectiveness of the career and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the career and technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. 115C-154 (10))
23.	The LEA has on file the findings of evaluations of career and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services, and activities. (S. 115C-154 (10))
24.	Each local board of education shall be assisted by a business advisory council in performance of its duties to provide career and technical education instruction, activities, and services. (S. 115C-172)
25.	Each local school administrative unit shall offer as part of its career and technical education program at least two work-based learning opportunities that are related to career and technical education instruction. A work-based learning opportunity shall consist of on-the-job training through an internship, cooperative education, or an apprenticeship program. (S. 115C-157).
B. Local Use of Funds	
1.	The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities under this section. (F. 135 (d))
2.	Funds allocated for career and technical education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations. (S. 115C-105.25 (b)(6))
3.	No funds from Perkins V shall be used to require any secondary school student to choose or pursue a specific Career Pathway Program of Study; or to mandate that any individual participate in a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (F. 214 (1)(2))
4.	Funds made available under this act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities. (F. 211 (a))
5.	No funds under Perkins V may be used to provide career and technical education programs or programs of study to students prior to the middle grades (5th grade defined by ESSA) except that equipment and facilities purchased with funds under this act may be used by such students. (F. 215)

6. If the LEA uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel, shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographic area served by such eligible agency or eligible recipient. (F. 217)

C. Other Administrative Provisions

1. Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services. (F. 216)

2. Nothing in Perkins V shall be construed by the LEA to permit, allow, encourage, or authorize any federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act. (F. 213)

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part VI: Assurances and Certifications

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85, Participants' Responsibilities. Copies of the regulations may be obtained by contacting the person to which this application is submitted.

☐ *** The undersigned certifies, to the best of his or her knowledge and belief, that:**

1. The prospective lower tier participant certifies, by submission of this application, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this application.

3. By signing and submitting this application, the prospective lower tier participant is providing the certification set out below.

4. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

5. The prospective lower tier participant shall provide immediate written notice to the person to which this application is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

6.	The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "application," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this application is submitted for assistance in obtaining a copy of those regulations.
7.	The prospective lower tier participant agrees by submitting this application that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
8.	The prospective lower tier participant further agrees by submitting this application that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all lower tier covered transactions.
9.	A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
10.	Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
11.	Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntary excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification Regarding Lobbying for Grants and Cooperative Agreements

Alamance-Burlington Schools (010) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part VI: Assurances and Certifications

Certification Regarding Lobbying for Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the U. S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over $100,000.

☐ *** The undersigned certifies, to the best of his or her knowledge and belief, that:**

1. No Federal appropriated funds have been paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Appendix E1:

Postsecondary Local Application

North Carolina Program Post- Secondary Career Application for Funding

College Name:

Section 134 of Perkins V requires colleges who are requesting funding to submit a local application. The purpose of the local application is to implement the findings of the Comprehensive Local Needs Assessment (CLNA) through the local use of funds as described in Perkins V (Section 135). The local application will be reviewed and approved by the NCCCS Perkins Program post-secondary CTE Coordinator and CTE Director.

This application is written for AY 2020 - AY 2024 and activities and budget will be updated on an annual basis. During the year, modifications may be submitted and approved by of the State CTE Coordinator and CTE Director.

Section A Definitions/Synonyms

Each row represents one concept.

Program Areas (Clusters) The 10 program areas are defined in the Curriculum Standards. https://www.nccommunitycolleges.edu/academic-programs/curriculum-standards
Program Titles (Programs of Study) The program titles are subsets of the program areas. Each program title has a specific program code. https://www.nccommunitycolleges.edu/academic-programs/curriculum-standards Essential elements of this section are: (A) Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; (B) Addresses both academic and technical knowledge and skills, including employability skills; (C) Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; (D) Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); (E) Has multiple entry and exit points that incorporate credentialing; and (F) Culminates in the attainment of a recognized postsecondary credential
Pathways **A 9-14 Pathway-** A sequenced set of courses that infuses academic and technical skills in a coherent educational plan that includes career guidance, employer input, work based learning, post- secondary and/or industry recognized credential through multiple entry and exit points. Pathways are aligned with labor market needs and result in a career in a high demand, high wage or high skill occupation. **WIOA definition** Career Pathway —The term ''career pathway'' means a combination of rigorous and high-quality education, training, and other services that— (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any
of a full range of secondary or postsecondary education
options, including apprenticeships registered under the Act
of August 16, 1937 (commonly known as the ''National
Apprenticeship Act''; 50 Stat. 664, chapter 663; 29 U.S.C.
50 et seq.) (referred to individually in this Act as an
''apprenticeship'', except in section 3226 of this title);
(C) includes counseling to support an individual in
achieving the individual's education and career goals;
(D) includes, as appropriate, education offered concurrently with and in the same context as workforce
preparation activities and training for a specific occupation or
occupational cluster;
(E) organizes education, training, and other services
to meet the particular needs of an individual in a manner
that accelerates the educational and career advancement
of the individual to the extent practicable;
(F) enables an individual to attain a secondary school
diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
(G) helps an individual enter or advance within a
specific occupation or occupational cluster.

Special Populations

Perkins V identifies 9 categories of students that may need additional college and community supports in completing their programs.

- (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 (as such term is defined in section 101(a)(4) of title 10, United States Code); and
    - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.

Section B

Complete the following required Perkins V items:

1) Check the Programs Areas that were reviewed during the CLNA process. Attach a Summary Form for each Program Area or Program Title(s) to be funded. (NC Perkins link will be provided)

☐ Agriculture&/Nat. Resources Tech   ☐ Business Tech
☐ Biological & Chemical Tech   ☐ Commercial & Artistic Production Tech

☐ Construction Tech   ☐ Industrial Tech
☐ Engineering Tech   ☐ Public Service Tech
☐ Health Tech   ☐ Transportation Tech

2) For Program Areas to be funded, provide the following Information:

    a. Describe how the results of the CLNA inform the CTE programs areas that were selected to be funded. (see attached CLNA summary forms from 1 above)

    b. Describe any new program title(s) the college will fund with Perkins

    c. How will the college inform special populations about the college's CTE Programs?

3) How will the college collaborate with WIOA and other local workforce agencies to provide:

    a. Career exploration and career development coursework?

    b. Up- to- date information on employment opportunities in fields that are in-demand, high wage or high skill?

    c. An organized system of career guidance and counseling?

    d. Activities such as work- based learning and job- placement activities that support the programs of study and blend resources to improve student retention, completion, and employment in occupations with a sustainable wage.

4) How will the college improve the academic and technical skills of CTE Students?

    a. Describe work with advisory committees

    b. Curriculum Reviews take place every _____ years.

    c. Describe college's plan for Faculty Professional Development

    d. Describe other strategies to improve academic and technical attainment.

5) How will the college:

    a. Include activities in this area where college support staff network for support services with key stakeholders in the community that serve Perkins identified special populations.

    b. Provide activities to prepare special populations for occupations that are in demand, high- wage or high skill?

    c. Prepare CTE participants for non-traditional fields?

    d. Provide equal access for special populations in CTE programs?

    e. Ensure members of special populations are not discriminated against?

6) Describe the variety of work-based learning opportunities the college will provide to CTE students and how the college will work with industry to expand these opportunities. Include collaboration with other college resources such as workforce links with adult and continuing education, business services representatives, and the local workforce community area   that support students completing postsecondary credentials are encouraged.

7) How will the college provide opportunities for students to gain post-secondary credits while still attending high school? (Note colleges provide opportunities for secondary students to earn post-secondary credit through Career and College Promise and state and local articulation agreements). Summarize which CTE program areas these opportunities exist at your college.

8) Provide a description of how the college will recruit, prepare and retain faculty, staff and administrators, including underrepresented populations, to meet required academic and technical standards through professional development and training opportunities to maintain and enhance professional skills. (Note: Most colleges have a professional development plan for CTE faculty and staff skill development and credentialing. It will be sufficient to summarize that program here and link to college master professional development plan).

9) How will the college address disparities and gaps between special populations and all CTE Concentrators for each performance indicator for each of the plan

years? If no achievement is made prior to the third program year, what additional actions will be taken to eliminate the disparities or gaps? (Note: Like section 5 that identified services for special populations, identify the gaps here and indicate how various stakeholders work with the college to improve student outcomes for special populations).

Submit Application in 2020-2021 Moodle found at NC Perkins.org

Section C Budget

A budget must be completed that reflects allocation of funds supported by the application. The **Total Budget** must be signed by the College's Perkins Contact and Chief Financial Officer. The budget totals page is all calculated fields and no fields should be edited.

Appendix E2:

Postsecondary Local Application Budget

Enter Your College's Total Allotment Below				**Enter College Name Here**				

Enter College Name Here
2020-2021 Local Plan & Budget
Perkins: Section 135(b), Required Use of Funds

System Office Use Only — ☐ Approved   ☐ Not Approved

Remaining Balance								

Program Coordinator ___ Date ___   Director ___ Date ___

Instructions: Please list the activities that addresses each of the Required Use of Funds. Note: This is a detailed plan of activities that your college intends to implement to meet the requirements of Section 135 (b) and North Carolina's Local Application. The focus of 2020-21 is to enhance Career Pathways, employability skills and work based learning. This document will be used to also address Core Indicators, identify the source of funds, and update status of activities mid-year and at the end of the year.	Activity Number	Program Area (the college must submit a CLNA summary form for each Program	Identify the special population(s) you will be targeting for each activity.	Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A, with emphasis on Career Pathways. Under the appropriate requirement, describe activities to be funded by Perkins V to improve or expand career and technical education programs of study (Career Pathways). If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 11.2)	Core Indicator addressed by the activity: 1P1 =Retention 2P1 = Credential/ Cert./Degree 3P1 = Non Traditional Concentrator Enrollment	Designate source of funds to be used: 1 = Perkins funds 2 = Local/state funds 3 = Both 4 = Other 5 = No funds needed	Specify amount of Perkins funds allocated: If the activity will be supported by Perkins funds (partially or 100%), specify the amount in this column.	Equipment & Salaries: 1 = Equipment 2 = Salaries 3 = N/A	Status of Activity: 1 = Planned 2 = Started 3 = Continuing 4 = Completed 5 = Added 6 = Removed	Status Update: Each quarter provide a brief update on the status of the activity. If you have completed the activity, indicated the date of completion.

Optional				Activities	Core Indicators	Source of Funds	Perkins Amount	Equip. & Salaries	Status	Status Update
Voc Code 10 - Administration **Section 135 (6) (d) - Administrative costs charged to a basic grant used in the direct support of the programs and activities that are authorized in the local application under section 135.** -- Administrative costs can include salaries, benefits, travel, and supplies directly related to the administration of this grant. -- Indirect costs are those charged by the college to administer the grant. -- Career Center Infrastructure costs are those shared with the local NCWorks Career Center Total Administration costs may not exceed 5% of the current year's allocation.	10.1 10.3 10.4 10.5 10.6 10.7 10.8 10.9 10.10 10.11									

Required Use				Activities	Core Indicators	Source of Funds	Perkins Amount	Equip. & Salaries	Status	Status Update
Voc Code 11 -Organized and Systemic Career Exploration **Section 135(b)(1) -** provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling, and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study	11.1 11.2 14.3 11.4 11.5 11.6 11.7 11.8 11.9 11.10									

Required Use				Activities	Core Indicators	Source of Funds	Perkins Amount	Equip. & Salaries	Status	Status Update
Voc Code 12 Professional Development 135(b)(2) - provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.	12.0 12.1 12.2 12.3 12.4 12.5 12.6 12.7 12.8 12.9									

Required Use				Activities	Core Indicators	Source of Funds	Perkins Amount	Equip. & Salaries	Status	Status Update
Voc Code 13 - Skill Attainment 135(b)(3) - provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.	13.0 13.1 13.2 13.3 13.4 13.5 13.6 13.7 13.8 13.9									

Required Use				Activities	Core Indicators	Source of Funds	Perkins Amount	Equip. & Salaries	Status	Status Update

Voc Code 14 - Academic Integration 135(b)(4) - support integration of academic skills into career and technical education programs and programs of study	14.0									
	14.1									
	14.2									
	14.3									
	14.4									
	14.5									
	14.6									
	14.7									
	14.8									
	14.9									
Required Use				Activities	Core Indicators	Source of Funds	Perkins Amount	Equip. & Salaries	Status	Status Update
Voc Code 15 -Increase Student Achievement 135(b)(5) - plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113	15.1									
	15.2									
	15.3									
	15.4									
	15.5									
	15.6									
	15.7									
	15.8									
	15.9									
	15.10									
Required Use				Activities	Core Indicators	Source of Funds	Perkins Amount	Equip. & Salaries	Status	Status Update
Voc Code 16 - Evaluation of CTE Programs Section 135(b)(6) -develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B)	16.1									
	16.2									
	16.3									
	16.4									
	16.5									
	16.6									
	16.7									
	16.8									
	16.9									
	16.10									

Strengthening Career and Technical Educatio for the 21st Century Act
INITIAL BUDGET ALLOCATION
Fiscal Period 7/1/2020 - 6/30/21

Total Planning Budget 2020-21	

College Name: | Enter College Name Here |

Purpose Code	Voc Code	Object Code	Account Name	Budgeted Amount
	10		Administration	$ -
	11		Career Exploration	$ -
	12		Professional Development	$ -
	13		Skill Attainment	$ -
	14		Academic Integration	$ -
	15		Increase Student Achievement	$ -
	16		Evaluation of CTE Programs	$ -
			Total	**$0.00**

"By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate, and the expenditures, disbursements and cash receipts are for purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)."

_____
Signature of Perkins Contact   *Date*

_____
Signature of Chief Financial Officer   *Date*

Completed by NCCCS   ☐ Approved   ☐ Not Approved

_____
CTE Program Coordinator   *Date*

_____
CTE Director   *Date*

Enter College Name Here
Salaries & Benefits

Position Title for ALL Personnel Paid through Perkins Funding	Local Plan Activity Number(s)	Month/Year Position was First Funded with Perkins	% of CTE Work	Time & Effort Type Required	Total Position Cost
				Salaries & Benefits Total	$ -

Salaries are limited to 50% of a college's total Perkins allotment. A total exceeding this amount will be highlighted in red.

Strengthening Career and Technical Educatio for the 21st Century Act
INITIAL BUDGET ALLOCATION
Fiscal Period 7/1/2020 - 6/30/21

Total Planning Budget 2020-21	

College Name: | Enter College Name Here |

Purpose Code	Voc Code	Object Code	Account Name	Budgeted Amount
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	12		Professional Development	$ -
	13		Skill Attainment	$ -
	14		Academic Integration	$ -
	15		Increase Student Achievement	$ -
	16		Evaluation of CTE Programs	$ -
			Total	**$0.00**

"By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate, and the expenditures, disbursements and cash receipts are for purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)."

_____   _____   _____   _____
Signature of Perkins Contact   *Date*   *Signature of Chief Financial Officer*   *Date*

Completed by NCCCS   ☐ Approved   ☐ Not Approved

_____   _____
CTE Program Coordinator   *Date*   *CTE Director*   *Date*

Appendix F:

Secondary Comprehensive Local Needs Assessment

Career and Technical Education
Comprehensive Local Needs Assessment Guide

CTE REGIONAL SERVICES | Career and Technical Education

CAREER AND TECHNICAL EDUCATION

Comprehensive Local Needs Assessment

North Carolina Department of Public Instruction
July 2019

A Guide for Local Leaders

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education for the 21st Century Act) is the new requirement for local eligible recipients to conduct a comprehensive local needs assessment and update it every two years.

The new needs assessment is designed as the foundation of Perkins V implementation at the local level—it drives your local application development and future spending decisions. This process should be seen as a chance to take an in-depth look at your entire local CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a

> *Without continual growth and progress, such words as improvement, achievement, and success have no meaning.*

powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.

To implement the local needs assessment you must evaluate, in consultation with a wide range of stakeholders, how your overall CTE offerings measure up on:

- Performance on federal accountability indicators

- Alignment to labor market needs

- Size, scope and quality of programs offered

- Progress toward implementing Career Pathway Programs of Study

- Recruitment, retention and training of faculty and staff

- Progress toward improving access and equity

Making the Needs Assessment Work for You

While the needs assessment process may seem daunting at first, it is important to keep in mind that you can leverage this process to work within your local context. Using your local goals to guide the process, as described in the next section, will help to ensure the outcomes will be valuable in driving CTE program improvement in your community, without creating new administrative burden.

Ultimately, the local needs assessment process is about helping you make a more formal shift from merely collecting information to using information to ensure your local CTE programs help create success for students and employers. The activities of the local needs assessment should become a regular part of your overall district's or institution's data-driven decision making and program improvement cycles—not merely an additional activity every two years. By fully integrating this new Perkins V needs assessment into routine activities, you will be able to realize the full value of the process.

Foundations of a Rigorous Assessment Program

As you embark on this move toward using data and information more strategically, the following four steps will help you lay the groundwork for a rigorous needs assessment process through clear goals, preparation and organization.

1. ## Determine Local Goals

   In addition to any state goals and requirements that must be integrated into the needs assessment, consider local priorities that should shape your work. For example, developing a process for program justification, increasing the number of your students earning industry certifications, strengthening industry advisory board engagement or closing equity gaps are goals that could align with the needs assessment and the local application. If you have already established a strategic plan or "vision" for your local CTE programs and supports, it is important to use the needs assessment to further those goals. If you don't already have a set of strategic priorities, the needs assessment can help you identify those for the future.

2. ## Identify Stakeholders and a Leadership Team

   Consultation with "a diverse body of stakeholders" is at the heart of ensuring a rigorous and meaningful needs assessment process. The law names, at a minimum, the following participants who should engage in the initial needs assessment, local application development and ongoing consultation:

   - CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff

   - State or local workforce development board representatives

   - Representatives from a range of local businesses and industries

   - Parents and students

   - Representatives of special populations

   - Representatives from agencies serving at-risk, homeless and out-of-school youth

   - Representatives from Indian Tribes or Tribal organizations, where applicable

   To identify stakeholders, start with individuals and organizations that your program already works with through industry advisory boards, sector partnerships, community groups, parent-teacher associations and other structures. After identifying those already engaged in your programs, you may need to reach out to new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those impacted by CTE. For example, your local Chamber of Commerce, while a great partner, may not include full representation of industry sectors with labor market demand. This is an excellent opportunity to diversify your partnerships and build a stronger career pathways program of study system among education, workforce and community leaders through sustained relationships.

   In addition to identifying stakeholders, you will need to select a core leadership team to guide the needs assessment and local application process and facilitate final decision-making. This leadership team will likely consist of CTE program administrators and other key local decision-makers. The team will look different based on the size and characteristics of your district, but whomever you choose should have in-depth knowledge of your CTE program.

3. Create a Plan for Seeking Feedback

The law makes no requirements about how to organize and work with stakeholders. You can use this flexibility to your advantage. For instance, you could broaden industry advisory boards to encompass all the above-named stakeholders or constitute a new group as a separate entity. You could convene all the stakeholders regularly or meet with subsets of partners who have expertise for particular sections of the needs assessment. Using a combination of strategies, with at least some opportunities for stakeholders to engage with each other and hear diverse perspectives, is likely the best approach. In addition to meetings, you can also seek feedback through surveys, interviews, focus groups and listening sessions, in person or virtually—consultation does not have to be conducted entirely face-to-face.

As you think about how to gather feedback, inventory existing mechanisms and consider how to build on them. For example, does your school district already survey parents? If so, could you add additional questions relevant to the needs assessment to that survey? Does a representative of your institution already participate in monthly Chamber of Commerce meetings, and could you be added to the agenda one month to dialogue with community leaders on specific issues relevant to your needs assessment? The sooner you identify possible information collection opportunities that fit seamlessly with existing work, the easier and more effective the process will be.

After identifying existing mechanisms, look for gaps in that outreach and consider ways to gather input from stakeholders who may not already be part of current activities.

You also need to think about ensuring a continual feedback loop with key stakeholder groups to meet ongoing consultation requirements. To keep partners motivated, regularly show them the results of their input and publicly recognize their contributions.

4. Gather and Develop Materials

You can begin to build the evidence base for your assessment by compiling already-available sources of regional, state and local information and by developing plans to collect new data. Data of use to the needs assessment process can come from internal sources, such as student performance data, student and parent survey findings and feedback from local industry advisory boards, or from external sources, including state labor market information (LMI) and results of state or third- party evaluations of your programs. Ensure that you are collecting information from a variety of sources using quantitative and qualitative methods, so that you can cross-validate what you learn from one methodology or information source with what you glean from another source or method of data collection (this is known as "triangulation").

Data collection methods of particular use for needs assessments include surveys, focus groups and listening sessions. Findings from surveys and transcripts from focus groups and listening sessions can be used, in turn, to spark further discussion among stakeholders.

Comprehensive Local Needs Assessment Requirements

Student Performance

Here the law requires you to evaluate your students' performance on federal accountability measures in the aggregate and disaggregated for the subpopulations defined in Perkins V. Data must be disaggregated by gender, race and ethnicity, and migrant status (per ESEA), as well as by each of the special populations categories, which include individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-work individuals; English learners; homeless individuals; youth who are in or who have aged out of the foster care system; and youth with a parent who is on active duty in the military.

Perkins V Section 134(c)(2)(A)

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

To make your data review more rigorous and impactful, review multiple years of Perkins accountability data and any other data that may have relevance.

Once this data is gathered, dig in to determine its underlying meaning and implications. Assembling data is just one step in evaluating performance disparities. After examining data to identify significant differences in performance between subpopulations and across programs, the next step is to consider the root causes of these inequities so that you can later identify corresponding practices that can combat inequity in your CTE programs.

Labor Market Alignment

Here the law requires you to consider the alignment between programs offered and the labor market needs of your local area, state and/or region.

The Labor and Economic Analysis Division (LEAD) of the North Carolina Department of Commerce has several resources that will be beneficial in identifying "in-demand industry sectors or occupations" and "high-wage" and "high-skill" occupations. These resources may be found at NCCareers.org and include resources such as North Carolina Star Jobs, Occupational Profiles, Occupations Requiring a License, Employment Projections, Career Clusters Guide and Talent Pool Dashboard. The North Carolina Star Jobs report analyzes wages, projected growth rates, education and projected job openings to determine occupations with the greatest projected employment potential across the state and by region. It is important to consider long-term projections in addition to immediate labor market needs, particularly if your programs have a longer time horizon. Local workforce development boards and Chambers of Commerce may have additional information that may be helpful.

Perkins V Section 134(c)(2)(B)(ii)

(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

6

As you analyze this data, focus on comparing the number of students you are graduating in each CTE program area to the number of projected job openings in relevant occupations. Be sure to look into the future, keeping in mind that your needs assessment will be the foundation of planning several years of activities through the local application. Also remember that occupations for which your programs are preparing students may be found across multiple industries.

The state- and local-validated sources of information mentioned above will be fundamental. However, easy-to-use online tools can serve as secondary sources and conversation starters. These include CareerOutlook.US, which displays recent and projected employment and current wages by state and occupation; DataUSA.io, which can be filtered by city or county and includes recent industry, occupation and wage data; and real-time, local job postings from online search engines.

In addition to LMI, feedback from your local industry representatives is critical. Local employer input can help to identify trends that may not be evident in reported data, particularly in emerging career areas, and to describe skill needs across industries. You can gather employer input through informal discussions, surveys and/or focus groups.

Program Implementation

While the following components of the needs assessment are treated separately in the law, they all pertain to the quality and implementation of programs. In contrast to the student performance evaluation, which examines student outcomes, and the labor market alignment analysis, which considers needs that originate from the labor market, the following components address the decisions that you make when delivering CTE programs, including which programs to offer; how you pursue alignment across learner levels and between academic, technical and employability skill standards; your curriculum and instructional strategies; what opportunities for work-based learning, career and technical student organization (CTSO) participation and articulated credit you provide; how you support faculty and staff; and how you ensure access and equity for all CTE students.

Therefore, you may choose to approach the rest of the needs assessment holistically through an evaluation process that encompasses all of these quality program components. The key is to capture the full breadth of program quality and implementation.

Program Size, Scope and Quality

Here the law requires you to assess whether you are offering a sufficient number of courses and programs to meet the needs of your student population; whether those programs are sufficiently broad as well as vertically aligned and linked to the next level of education; and how the quality of program delivery serves to develop student knowledge and skills and prepares them for success. Focus your efforts for this part of the needs assessment on how well your program meets the definition of size, scope and quality. For instance, when evaluating size, consider the number of programs and courses offered, as well as the number of students served by CTE programs in relation to the total student population that could be served. Examine data, both in the aggregate and disaggregated by Perkins-defined special populations and subgroups and examine student enrollment projections over the next few years.

> **Perkins V Section 134(c)(2)(B)(i)**
>
> *(B) A description of how career and technical education programs offered by the eligible recipient are—*
> *(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and…*

For a more in-depth assessment of how well your program offerings meet student demand, look at student enrollment and survey current and potential students to gauge their interest in particular CTE programs, in order to plan for the future.

Size	The quantifiable evidence, physical parameters and limitations of each approved program (e.g., number of programs or programs of study offered, class size, availability of facilities and equipment) that relate to the ability of the program to address all student learning outcomes.
	In North Carolina, size is defined as offering a minimum of three Career Pathway Programs of Study. The Essential Standards document provides maximum class size recommendation and the facilities and equipment guides provide additional guidance as LEAs plan for CTE program implementation.
Scope	Program sequencing, from introductory to more advanced curriculum; linkages between secondary and postsecondary education; and the program's ability to address the full breadth of the subject matter. Additional considerations may include credentialing, CTSO and WBL opportunities.
	In North Carolina, LEAs are required to select state developed Career Pathway Program of Study course sequence options aligned to state, regional and/or local needs. LEAs may also submit local course options for state approval to align with selected Career Pathway Programs of Study. The CTE Essential Standards document and Career Pathway Programs of Study Guide provide additional guidance for extended learning such as student credentialing, CTSO participation and WBL opportunities.
Quality	The expected outcomes and impact of each program and/or program of study (e.g., ability of students to earn industry-recognized credentials, academic achievement, learner access to high-skill, high-wage and in-demand programs, etc.)
	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.

To evaluate scope, consider how your programs align and articulate offerings across learner levels, including curriculum, instruction, faculty and staff, facilities and equipment, and career development activities. Also consider if extended learning experiences, such as work-based learning, CTSOs, articulated credit, and CTE Career and College Promise opportunities are available across all programs of study, or only in some.

To evaluate quality, consider whether the various aspects of your program—curriculum, instruction, career development, work-based learning and more—are designed and delivered in a way that imparts to students the skills and knowledge necessary for success. One way to accomplish this is to compare your program delivery and implementation to a relevant set of quality standards as outlined within the North Carolina Comprehensive Local Needs Assessment.

Progress Towards Implementing Career Pathway Programs of Study

Here the law requires you to consider how well you are implementing the full scope of programs of study, defined in Perkins V as "a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

(a) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

(b) addresses both academic and technical knowledge and skills, including employability skills;

(c) is aligned with the needs of industries in the economy of the state, region, Tribal community, or local area;

(d) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(e) has multiple entry and exit points that incorporate credentialing; and

(f) culminates in the attainment of a recognized postsecondary credential."

> **Perkins V Section 134(c)(2)(C)**
>
> *(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.*

This section overlaps with the scope and quality components of the needs assessment, outlined above, as well as with the labor market alignment analysis. This section provides an opportunity to do a close review of the structure of your programs as well as the extended opportunities they provide to students, such as opportunities for articulation or work-based learning.

Recruitment, Retention and Training of CTE Educators

Here the law requires you to assess and develop plans to improve the quality of your faculty and staff through recruitment, retention and professional development, with particular attention paid to diversity in the profession. Ground your evaluation in this section in state and/or local policies and relevant terms defined in Perkins V, particularly the definition of "professional development," which emphasizes sustainability, relevance and quality of these experiences. When assessing the state of your staff, take a comprehensive view of what you know about educators, administrators, staff and guidance and career advisement professionals across your programs. Evaluate what these educators bring to the table: their preparation and credentialing, in comparison to state, district or institution requirements, and the ways they demonstrate their commitment to the profession through pursuit of advanced certification or extensive professional development. Look for gaps in expertise within and across programs. In addition, consider how you recruit educators and staff and prepare them for their responsibilities, particularly new educators coming from an industry background.

> **Perkins V Section 134(c)(2)(D)**
>
> *(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.*

To take this analysis further, compare your current staff capacity to your future plans. For instance, if you intend to develop new programs of study or expand your career development services in the next four years, look at your current staff and make projections about where you need to increase skills or hire new people.

It is also vital that you evaluate the ways in which you are supporting faculty and staff through recognition, professional development, and recruitment and retention activities. Develop surveys or conduct focus groups to seek feedback on faculty and staff needs and preferences.

In addition, consider your methods for recruiting and retaining educators and staff from populations traditionally underrepresented in the profession. Analyze the demographics of your teachers and staff in comparison to the makeup of your student body and consider to what extent students are learning from educators who reflect themselves and their communities.

9

Progress Towards Improving Equity and Access

Here the law requires you to evaluate your progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for students, and in providing CTE in a way that maximizes success for special populations.

This component can be broken down into three subsections: access, performance and program delivery. First, look at participation data for students from special populations, and consider how you promote programs, recruit students and provide career guidance. Strategies for inclusion include promotional materials that depict students from special populations; active recruitment of students from special populations; and career guidance that helps students from special populations choose a pathway that fits their goals and strengths.

Next, consider student performance data for special populations by bringing in the data disaggregation and root causes and strategies analysis you conducted for the Student Performance section of the needs assessment. In consultation with stakeholders, develop plans to implement the strategies identified through the root causes and strategies analysis and measures to evaluate your progress on those strategies.

Finally, consider your program delivery through an equity lens. Look at the accommodations, modifications and supportive services you offer, and examine your curriculum, instruction, materials and assessments for biased and discriminatory content. In addition, identify barriers to participation in work- based learning, CTSOs and articulated credit opportunities and your strategies for addressing those barriers. Deepen this analysis by conducting focus groups, surveys or interviews with students from special populations, their parents (if appropriate) and community-based organizations that work with special population groups. These outreach activities can help you learn more about their needs and preferences and their perceptions of how well your programs are helping them reach their goals.

> ### Perkins Section 134(c)(2)(E)
>
> *(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—*
>
> *(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
>
> *(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and*
>
> *(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

Using Findings to Drive Local Applications

To conclude your needs assessment process, you will have to merge these separate analyses into one set of findings and engage stakeholders in setting a future vision for addressing these needs, including deciding which programs and activities to prioritize for funding in your Perkins V local application. This prioritization should consider the six required uses of funds for local recipients in Perkins V, including the many options listed within those required uses, and the nine elements of the local application also required in law.

Perkins V Section 134(b)(1) and (2)

(b) Contents.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

> (1) *a description of the results of the comprehensive needs assessment conducted under subsection (c);*
> (2) *information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—*
> (A) *how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;*

The answers to the questions you asked during each piece of the needs assessment process should help identify the most pressing needs of your local CTE program, including the needs of both students and local employers. The local application offers an opportunity for you to determine how best to address those needs through Perkins, and more broadly, how to shape your CTE program offerings and supports over the next several years.

Perkins funding must be spent on activities that meet needs identified in the needs assessment, but there is no expectation that you will be able to meet all the identified needs within your local application, and certainly not within your initial budget year. In prioritizing areas of focus, think about the program areas needing the greatest attention, areas where alternative funding sources are not available, or areas that will have the greatest impact on student achievement. Here are a few more overarching questions you may want to consider:

- Which performance indicators are you struggling with the most? What strategies can help you address those needs?

- Are there immediate employer needs in your community that you can help meet? What about long-term needs toward which you can start building a pipeline?

- Which elements of your programs are the strongest? The weakest? Which of the weaker elements could you address to have the largest impact on student performance?

- How can you offer more students the opportunity to reap the full benefits of programs of study, including aligned pathways and recognized postsecondary credentials?

- Which professional development needs are most pressing? What strategies will you use to support educators over the next four years to ensure your programmatic and performance goals can be met?

The leadership team you identified earlier will be particularly helpful in this phase of the process. You will likely have to make tough decisions about which needs to prioritize, and which solutions will best meet identified needs, bearing in mind the full spectrum of information you uncovered, current research on evidence-based practices and the context of your local community.

Translating your comprehensive local needs assessment into action, in the form of the local application, is an invaluable opportunity to focus on program improvement, and to implement plans that will have a long-term impact on access to high-quality CTE for all students.

Getting Started

The following Comprehensive Local Needs Assessment (CLNA) is aligned with section 134 of the Strengthening Career and Technical Education for the 21st Century Act. Each section and sub-section have driving questions that should be considered and discussed with stakeholders as outlined on page 3 of this guide. It is likely that these questions will introduce additional questions as the CTE Leadership Team works to investigate the level of evidence to accurately answer these questions. In most cases, the questions are designed to identify evidences of positive student impact. The answer to these questions will assist the CTE Leadership Team in determining the rating of each statement located within the specified section. Each section will allow the CTE Leadership Team to determine the rating of each statement from 0-3 (unless otherwise noted).

0 – Not Met	**Evidence** of little or no development and implementation. This level shows **no discernable impact** and is an area in need of improvement.
1 - Developing	**Evidence** of limited or partial development and implementation. This level shows progress is being made, but there is **not a consistent impact**. Additional improvement is necessary.
2 - Established	**Evidence** of an operational level of development and implementation. This level shows a **positive impact** that supports continuous improvement and growth.
3 - Distinguished	**Evidence** of an exemplary level of development and full implementation. This level shows **significant impact** based on continuous improvement with long term improvement plan goals that are being acted upon in a continual manner.

Once ratings are determined, complete the corresponding text boxes.

Consultation Method	Identify the stakeholders that provided consultation and the method used to gather input (ex. survey, meeting, focus group, etc.).
What We Are Doing Well	Briefly outline an overview of the practices that are considered exemplary.
Identified Needs	Identify the greatest needs that will be identified in the CTE Local Application for which future CTE funds will be utilized to improve the identified area(s).

The results of the Comprehensive Local Needs Assessment will be used to drive the CTE Local Application. Identified needs will be addressed and planning budgets will be developed accordingly. When addressing the identified needs in the CTE Local Application, it is important to develop a SMART plan that focuses on a continuous improvement model. The needs assessment is designed to be administered every two years allowing the district to compare prior ratings (per statement and per section) to the most recent CLNA results. The quantifiable results of the ratings are meant to provide evidence of the impact of the previously developed SMART plan and whether growth and improvement has been achieved.

Evaluation of Performance

Section 134(c)(2)(A) states the needs assessment must include an evaluation of the performance of the students served with respect to state-determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the ESSA.

Evaluation of Performance Questions to Consider:

1. What does the data say about student achievement? Sub-groups? Special populations? Which group of learners are struggling the most? What are the root causes leading to these outcomes?
2. Does student performance meet or exceed the state determined performance levels for each Performance Indicator?
3. Does student performance meet or exceed the state goal for each Performance Indicator?
4. What process is in place to ensure school administrators and teachers receive CTE Performance Indicator data in a timely and effective manner?
5. In what format is CTE performance data analysis shared with stakeholders? When and how is this data shared?
6. What process is in place to monitor student work to ensure high standards of rigor and relevance? Who leads and develops this process?
7. What process is in place to lead schools through data analysis and strategic planning to meet goals? When does data analysis take place? Who is included in programmatic changes based on data?
8. What process is in place to monitor progress toward achieving the goals of the local CTE strategic plan? Who is involved in the process?

1 = Not Met (< 90% of SDPL/Goal) 2 = Met (= 90% and up to SDPL/Goal) 3 = Exceeded (> of SDPL/Goal)	2019-2020	2021-2022
a) **Graduation Rate (1S1):** Student performance met or exceeded the **state-determined performance level.**		
b) **Graduation Rate (1S1):** Student performance met or exceeded the **state goal.**		
c) **Extended Graduation Rate (1S2):** Student performance met or exceeded the **state-determined performance level.**		
d) **Extended Graduation Rate (1S2):** Student performance met or exceeded the **state goal.**		
e) **Academic Proficiency - Reading/Language Arts (2S1):** Student performance met or exceeded the **state-determined performance level.**		
f) **Academic Proficiency - Reading/Language Arts (2S1):** Student performance met or exceeded the **state goal.**		
g) **Academic Proficiency - Mathematics (2S2):** Student performance met or exceeded the **state-determined performance level.**		
h) **Academic Proficiency - Mathematics (2S2):** Student performance met or exceeded the **state goal.**		
i) **Academic Proficiency - Science (2S3):** Student performance met or exceeded the **state-determined performance level.**		

1 = Not Met (< 90% of SDPL/Goal) 2 = Met (= 90% and up to SDPL/Goal) 3 = Exceeded (> of SDPL/Goal)	2019-2020	2021-2022
j) **Academic Proficiency - Science (2S3):** Student performance met or exceeded the **state goal.**		
k) **Postsecondary Placement (3S1):** Student performance met or exceeded the **state-determined performance level.**		
l) **Postsecondary Placement (3S1):** Student performance met or exceeded the **state goal.**		
m) **Non-Traditional Program Enrollment (4S1):** Student performance met or exceeded the **state-determined performance level.**		
n) **Non-Traditional Program Enrollment (4S1):** Student performance met or exceeded the **state goal.**		
o) **Program Quality - Attained Recognized Postsecondary Credentials (5S1):** Student performance met or exceeded the **state-determined performance level.**		
p) **Program Quality - Attained Recognized Postsecondary Credentials (5S1):** Student performance met or exceeded the **state goal.**		
q) **Program Quality - Other (5S4):** Student performance met or exceeded the **state-determined performance level.**		
r) **Program Quality - Other (5S4):** Student performance met or exceeded the **state goal.**		

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
s) The CTE Administration consistently provides school administrators and teachers with CTE Performance Indicator data.		
t) The CTE Administration frequently shares data analysis results in an understandable format with all stakeholders in a timely and effective manner.		
u) The CTE Administration leads teachers and administrators in processes that monitor students work to ensure high standards of rigor and relevancy.		
v) The CTE Administration has a regular, ongoing process for leading schools through the analysis of their data and for making adjustments to their programs based on data analysis.		
w) The CTE Administration has a systematic, ongoing process for monitoring the progress toward achieving the goals of the strategic plan.		

Identified Needs

What We Are Doing Well

Consultation Method

Labor Market Alignment

Section 134(c)(2)(B)(ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Labor Market Alignment Questions to Consider:
1. What industries are projected to grow the most in my local area? What occupations?
2. How do my CTE program enrollments match projected job openings? Where are the biggest gaps? Are more/less students being prepared for these occupations than the need indicates?
3. What are the emerging occupations in my area to which students should be exposed?
4. What skill needs have industry partners identified as lacking in my programs?
5. Are graduates of our CTE programs finding postsecondary opportunities aligned to their concentration?
6. What opportunities exist in the local labor market for CTE students with disabilities, English learners or other special populations?

0 = Not Demonstrated   1 = Developing   2 = Established   3 = Distinguished

	2019-2020	2021-2022
a) All current Career Pathway Programs of Study align to current industry demand and needs.		
b) Projected industry growth has been analyzed and processes are in place to phase in new Career Pathway Programs of Study and phase out those that do not align to industry demand.		
c) Emerging occupations have been identified and plans are in place to implement programs and activity offerings to students.		
d) Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified.		
e) CTE concentrator graduates are entering postsecondary opportunities (work, college, etc.) aligned to their high school concentration.		
f) Opportunities for special populations to participate in the labor market have been identified and programs/activities have been implemented to prepare special population students for postsecondary (work, college, etc.) opportunities.		

What We Are Doing Well	Identified Needs
Consultation Method	

Size, Scope and Quality

Section 134(c)(2)(B) states the needs assessment must include: (i) A description of how career and technical education programs offered are sufficient in size, scope, and quality to meet the needs of all students served.

Size and Scope of Program Questions to Consider:

1. How many Career Pathway Programs of Study are offered?
2. How do the number of Career Pathway Programs of Study offered compare to the number of students who could potentially be served?
3. Are we offering programs in which students are choosing to enroll?
4. Are we offering programs with too low an enrollment to justify the costs in offering those programs?
5. Are a sufficient number of courses, and course sections, offered within the CTE program?
6. Are there students who want to enroll in CTE programs who are unable to do so? If so, why? What steps are needed to remove this barrier?

0 = Not Demonstrated   1 = Developing   2 = Established   3 = Distinguished

	2019-2020	2021-2022
a) CTE enrollment data is analyzed and used to inform program offerings.		
b) CTE enrollment data is analyzed and used to inform the number of courses and course sections within the program.		
c) All students are able to enroll in the CTE program(s) of their choice and not denied access due to limited course offerings, lack of advisement, local enrollment restrictions, etc.		

CTE Teaching and Learning Quality Questions to Consider:

1. What process is in place to ensure all teachers have the most up-to-date CTE blueprints/curriculum materials? Is the process effective? How do you know?
2. What process is in place to ensure all teachers are following the Course User Guides to ensure instructional time is maximized?
3. Do all teachers and students have a clear understanding of learning targets? How do you know?
4. Is classroom instruction aligned to the Standard Course of Study? How do you know?
5. Are the Standards/Objectives taught to the level of rigor identified in the CTE blueprints (i.e. RBT)? How do you know?
6. Does classroom instruction spark curiosity of learning and build on the students' desire to learn? How do you know?
7. What process is in place to ensure CTE instruction provides differentiated learning to meet the needs of all learners? Is it effective? How do you know?
8. Are teachers and students both engaged in the teaching and learning process? If so, how?
9. Are formative assessments used daily to inform instruction? Is it effective? How do you know?
10. What type of authentic assessments are used in the classroom?
11. What process is in place to ensure classroom assessments are aligned to the Standards/Objectives and reflect the appropriate level of rigor (i.e. RBT)?

0 = Not Demonstrated   1 = Developing   2 = Established   3 = Distinguished

	2019-2020	2021-2022
a) Course blueprints are used to inform instruction in all CTE courses.		

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
b) Course User Guides are used to ensure instructional time is maximized in all CTE courses.		
c) Both teachers and students have a clear understanding of learning targets.		
d) Classroom instruction is aligned to the Standard Course of Study Standards/Objectives and delivered using the appropriate level of rigor.		
e) Students are challenged and are engaged in cognitive rigor that leads to demonstration of knowledge and learning.		
f) Teachers actively plan for student differences so that all students can learn to the best of their ability.		
g) Classroom instruction is planned to foster student engagement.		
h) Formative, authentic and summative assessments are aligned to the Standard Course of Study Standards/Objectives and are assessed at the appropriate level of rigor.		

Facilities and Equipment Quality Questions to Consider:

1. What process is in place to ensure facilities, equipment, technology and materials meet industry standards?
2. What process is in place to ensure equipment and technology student ratio is conducive to learning?
3. What inspection process is in place to ensure equipment and technology items are working appropriately and used in a safe manner?
4. Is there adequate classroom and workshop space for all CTE classes? If not, what efforts have been made to improve classroom space?
5. What process is in place to ensure safety inspections of CTE labs/shops are conducted at least once a year? How is this monitored?
6. What process is in place to ensure instructional facilities are clean, well-organized and conducive to learning?
7. How do you involve business and industry stakeholders to ensure facilities, equipment, technology and materials reflect current workplace practices?
8. What type of supports are provided to ensure all students demonstrate safe and appropriate use of facilities, equipment, technology and materials?
9. Does the CTE program have an effective inventory process and rotation plan to ensure equipment, technology and materials are kept up-to-date?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) Facilities, equipment, technology and materials meet state-level CTE program guidelines.		
b) Facilities, equipment and technology reflect current workplace, industry and/or occupational practices and requirements.		
c) Equipment and technology to student ratio meets state-level guidelines.		
d) Facilities, equipment and technology are in good working order and are used in a safe manner.		
e) Adequate classroom and/or workshop space is available.		

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
f) Safety inspection of CTE labs/shop areas are conducted annually (at minimum).		
g) Instructional facilities are clean, well-organized, and conducive to learning.		
h) Students demonstrate safe and appropriate use of facilities, equipment, technology and materials within the program of study.		
i) Regularly inspect, update and replace equipment, technology and materials.		

Career Awareness, Exploration and Preparation Quality Questions to Consider:

1. When are career interest inventories administered and how are the results used for guidance and registration? How often are the results visited?
2. What type of career information is provided to stakeholders verbally? Non-verbal? How often does this occur?
3. How are stakeholders made aware of local, regional or state high wage, high skill, and in-demand occupations? Career Pathway Programs of Study?
4. How are CTE students provided the opportunity to participate in all aspects of industry learning through activities such as career fairs, guest speakers, industry and postsecondary tours?
5. What process is in place to ensure all CTE students have the opportunity to create a personalized Career Development Plan (CDP)? What process is in place to ensure student Career Development Plans are frequently reviewed and revised?
6. How is the information contained in the CDP used to guide students prior to course registration?
7. How are parents and students made aware of extended learning opportunities such as WBL, CTSOs, credentialing and accelerated learning (articulation, CCP)? How do you know the communication is effective?
8. In addition to postsecondary education information, how are students made aware of job search and placement services information?
9. What type of professional learning opportunities are provided to ensure career development professionals have the necessary tools and information to accurately guide CTE students? What type of partnership exists with school counselors? Do school counselors participate in career development professional learning opportunities as well?
10. Have your career awareness, exploration and preparation efforts proven to be successful? If so, how do you know?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) Career Interest Inventories are administered and used for advisement and registration.		
b) Career awareness, exploratory and development information/opportunities are shared verbally (group or individual) with students, parents, staff and other stakeholders.		
c) Career awareness, exploratory and development information/opportunities are shared through other means of non-verbal media (brochures, websites, flyers, social media, etc.).		
d) CTE students participate in employer visits, career fairs, industry and postsecondary tours.		
e) Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.		

	2019-2020	2021-2022
0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		
f) Each CTE student in the program of study has a personalized, multi-year education and Career Development Plan (CDP) that reflects exploration of the student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning (e.g. WBL, CTSOs and credentialing).		
g) Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation, student credentialing and articulated credit.		
h) Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.		
i) Students in the program of study have access to job search information and placement services as they near completion of the program of study.		
j) Career development professionals have access to professional development and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.		

Student Credentialing Quality Questions to Consider:
1. What process is in place to maximize student credentialing opportunities aligned to CTE courses?
2. What process is in place to ensure students participating in CTE courses offering a credential are provided a minimum of one CTE credential attempt?
3. Have your CTE credentialing opportunities proven to be successful? If so, how do you know?

	2019-2020	2021-2022
0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		
a) Students are provided credentialing opportunities in CTE courses that offer student credentialing.		
b) Students are provided their first credential opportunity attempt at no cost for each aligned CTE course that they are enrolled.		
c) Student credential data provides evidence of a successful credentialing program.		

Postsecondary Alignment Quality Questions to Consider:

1. In what ways do secondary and postsecondary CTE staff collaborate to ensure vertical alignment of learning objectives and the Career Pathway Programs of Study?
2. Describe the roles secondary and postsecondary partners play in the Career Pathway Programs of Study development and delivery? What processes are in place to ensure and facilitate collaboration?
3. What process is in place to ensure course duplication (similar course content and learning outcomes) does not occur?
4. Has an MOU been created outlining articulation and CTE CCP opportunities for students? How often is the MOU reviewed and updated?
5. How can the secondary and postsecondary partnership be improved? What results will indicate improvement?
6. How are post-secondary institutions notified of articulated credits earned by students? What steps can be taken to ensure students matriculating receive the credits they have earned?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.		
b) The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.		
c) A MOU has been created outlining articulation and CTE CCP opportunities for students and evaluated on a regular basis.		
d) A process is in place to ensure students receive articulated credits upon matriculation.		

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Partnership Quality Questions to Consider:

1. How are advisory council members identified and selected? Do business and industry members constitute a majority of the council? Do the members represent a diverse range of stakeholders?

2. What process is in place to ensure advisory council members remain engaged and committed to the planning and implementation of the CTE program?

3. What role does your business advisory council play in the Career Pathway Programs of Study development?

4. Does your business advisory council assist in identifying economic and workforce development trend needs of the community and region? If so, how?

5. How does your business advisory council advocate for strong, local Career and Technical Education programs, including Career Pathway Programs of Study development that provides work-based learning opportunities and prepare students for postsecondary credentials/opportunities for high-demand careers?

6. What partnerships are in place beyond the local advisory council for CTE? Economic Development? Workforce Development? Chamber of Commerce? Other?

7. Does your partnership/advisory council have a written plan of action/program of work to guide your decision making? If so, is the written plan specific, measurable, attainable, results-oriented, and time bound (SMART)?

8. Describe how feedback or results are provided to your partners/advisory council. Do they feel well-informed of the results of their contribution? If so, how do you know?

9. How do you assess your partnerships/advisory council to ensure maximum effectiveness?

10. Have your partnerships proven to be effective? If so, how do you know?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) Advisory council members represent employers in local, regional, or state "in-demand" jobs.		
b) Advisory council members are engaged and assist in the planning and implementation process of the CTE program.		
c) Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs.		
d) Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders.		
e) Partners provide guidance in the selection of Career Pathway Programs of Study that meet current and future workforce demand.		
f) Partners provide guidance in the identification of industry recognized credentials aligned to in-demand jobs.		
g) Partners support student extended learning by providing opportunities such as work-based learning experiences.		
h) Partners support teacher extended learning by providing opportunities such as externships to stay current with industry-relevant knowledge and skills.		
i) Partners support program of study sustainability by advocating for and promoting the program of study.		

Career and Technical Student Organizations Quality Questions to Consider:

1. Are CTSOs for each program area offered to all students at each middle school? If not, what barriers are in place? How can the barriers be removed?
2. Are CTSOs for each program area offered to all students at each high school? If not, what barriers are in place? How can the barriers be removed?
3. Do your local CTSOs hold regularly scheduled meetings?
4. Do your local CTSOs have student officers in place?
5. Do your local CTSO advisors attend professional learning opportunities to be prepared to be an effective advisor?
6. Do students participating in CTSOs participate in competitive events? If not, what steps could be implemented to ensure this occurs?
7. Do students participating in CTSOs participate in relevant community and school service activities? If not, what steps could be implemented to ensure these types of activities occur?
8. What type of leadership development activities are provided for all CTSO students?
9. Are local CTSOs aligned with national, state and/or local standards?
10. Are all students made aware of CTSOs and how they can get involved? Is the communication effective? How do you know?
11. Have your CTSOs proven to be effective? If so, how do you know?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) CTSOs are offered to all students for each program area offered at the middle school level.		
b) CTSOs are offered to all students for each program area offered at the high school level.		
c) CTSO's have a calendar of events and hold regular meetings.		
d) CTSOs provide opportunities for students to participate in relevant competitive events.		
e) CTSOs provide opportunities for students to participate in relevant community and school service activities.		
f) CTSOs provide opportunities for students to participate in leadership development activities.		
g) CTSOs are supervised by CTE staff with clearly defined roles.		
h) CTSOs are aligned with relevant national, state and/or local standards.		
i) CTSOs have a formal officer team in place with assigned leadership positions.		
j) CTSO advisors attend professional learning opportunities to be prepared to be an effective advisor.		

Work-Based Learning Quality Questions to Consider:
1. Are work-based learning opportunities provided to all students at the high school level such as co-operative education, clinical experiences, internships and apprenticeships?
2. Do middle and high school students participate in other activities that provide industry learning experiences such as job shadowing, industry tours, guest speakers, career fairs, etc.?
3. What process is in place to ensure work-based learning opportunities are aligned to student education and career goals?
4. Are work-based learning handbooks available that provide clear goals and expectations for all stakeholders?
5. What process is in place to ensure students reflect and document their learning experiences?
6. Are work-based learning experiences strategically aligned to each Career Pathway Program of Study offered?
7. What process is in place to reflect on the success of the work-based learning program? Has it been successful? How do you know?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) A full continuum of industry learning, and work-based learning experiences are offered to students.		
b) Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills.		
c) Work-based learning experiences are intentionally aligned with each student's education and career goals.		
d) Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).		
e) Work-based learning experiences are supervised by CTE staff with clearly defined roles.		
f) Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio, journal and/or presentation.		

Consultation Method	What We Are Doing Well	Identified Needs

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Career Pathway Programs of Study Implementation Evaluation of Progress

Section 134(c)(2)(C) states the needs assessment must include an evaluation of progress toward the implementation of career and technical education programs and programs of study.

Career Pathway Programs of Study Implementation Evaluation of Progress Questions to Consider:

1. What process is in place to ensure all Career Pathway Programs of Study are data driven and align to labor market data? How do you know?
2. What partnership collaboration process is in place to assist in Career Pathway Programs of Study design and delivery? Secondary or postsecondary partners? Business and Industry partners?
3. What process is in place to determine current and future workforce needs and economic priorities in your locale and how they drive Career Pathway Programs of Study?
4. What process is in place to ensure secondary and postsecondary alignment provide students a seamless transition? What process is in place to ensure secondary and postsecondary course duplication does not occur?
5. What process is in place to ensure that all Career Pathway Programs of Study allow for multiple entry and exit points?
6. What process is in place to ensure that students are provided relevant work-based learning opportunities in each CTE program? What type of work-based learning is provided?
7. What process is in place to ensure students are provided relevant credentialing opportunities?
8. What process is in place to ensure students are provided CTSO opportunities?
9. What process is in place to ensure students have opportunities to earn postsecondary credit such as articulation or CTE CCP that articulate to the next level of education?
10. What process is in place to ensure plans are in place for reviewing and implementing future work-based learning, industry certifications, post-secondary opportunities, and career development activities, including data on learner participation and success in such efforts?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) Career Pathway Programs of Study offerings are based on an analysis of data trends including enrollment and retention over time, alignment to region and state labor market demand, learner outcomes, and degree of secondary and postsecondary alignment.		
b) Secondary or postsecondary partners play a role in Career Pathway Programs of Study design and delivery.		
c) Business and industry partners play a role in Career Pathway Programs of Study design and delivery.		
d) Current and future workforce needs and economic priorities in your locale are used to determine Career Pathway Programs of Study offerings.		
e) Secondary and postsecondary courses within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.		
f) Career Pathway Programs of Study allow for multiple entry and exit points.		
g) Career Pathway Programs of Study provide relevant work-based learning opportunities.		

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
h) Career Pathway Programs of Study provide relevant credentialing opportunities as appropriate.		
i) Career Pathway Programs of Study provide CTSO opportunities.		
j) Students in the Career Pathway Programs of Study have opportunities to earn credit that articulates to the next level of education, such as through articulation and CTE Career and College Promise.		
k) Plans are in place for reviewing and implementing future work-based learning, industry certifications, early post-secondary opportunities, and career development activities, including data on learner participation and success in such efforts.		
l) Career Pathway Programs of Study information are mapped out in an easy to read format informing students and parents the appropriate course sequence providing a seamless transition to postsecondary opportunities and the workforce.		

Consultation Method	What We Are Doing Well	Identified Needs

Recruitment, Retention and Training of CTE Teachers

Section 134(c)(2)(D) states the needs assessment must include: A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Recruitment, Retention and Training of CTE Educators Quality Questions to Consider:
1. What type of supports are provided to ensure all CTE staff are appropriately licensed?
2. How diverse is the CTE staff? Does it reflect the demographic makeup of the student body?
3. What professional learning opportunities are provided to CTE staff to increase knowledge of all aspects of industry?
4. Are CTE staff supported to attend local, regional, and state professional learning opportunities?
5. How are CTE staff supported to collaborate, coordinate instruction, and analyze data for improvement?
6. How is data used to inform the professional learning opportunities provided to CTE staff?
7. What processes are in place to retain and recognize CTE staff for their accomplishments?
8. What processes are in place to analyze CTE staff exit interview information to improve retention?
9. What processes and supports are provided to CTE staff during their first 3 years?
10. What type of support, process and materials are provided to ensure staff participate in data driven professional learning?
11. What strategies are utilized to recruit CTE staff specific to position shortage trends?

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a) CTE staff supporting the program of study meet appropriate state certification and licensing requirements.		
b) CTE staff supporting the program of study hold the industry recognized credential(s) that they offer to students.		
c) CTE staff reflect the demographic makeup of the student body.		
d) CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.		
e) CTE staff attend local, regional, and state professional development opportunities.		
f) CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment, and extended learning activities and to analyze data for program improvement.		
g) Student data informs the professional learning opportunities provided to teachers.		
h) Transparent processes are in place to retain and recognize CTE teachers and support staff.		
i) Exit interviews are analyzed for patterns to inform processes and practices.		
j) Consistent processes and supports are available for all newly hired CTE teachers and support staff.		

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
k) CTE teachers and support staff participate in structured, data driven, student focused professional learning communities.		
l) Teacher recruitment plans are developed based on the analysis of CTE position shortage trends.		

Consultation Method	Identified Needs
What We Are Doing Well	

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Equal Access to High-Quality CTE Programs of Study for All Students

Section 134(c)(2)(E) states the needs assessment must include a description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including (1) Strategies to overcome barriers that will result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (2) Providing programs that are designed to enable special populations to meet the local levels of performance; and (3) Providing activities to prepare special populations for high-skill, high-wage, or in demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Equal Access to High-Quality CTE Programs of Study for All Students Questions to Consider:

1. What processes are in place to ensure that promotion of the CTE Program of Study is free from bias, inclusive, and non-discriminatory?
2. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect?
3. What processes are in place to ensure career guidance is offered to all participants in a manner that is free from bias, inclusive, and non-discriminatory?
4. Which special population groups are underrepresented in CTE programs? Which special populations groups are overrepresented in CTE programs? Which programs?
5. What processes/supports are in place to remove barriers that might keep students, including special populations, from participating in CTE programs? (i.e. facilities, equipment, technology, materials, etc.)
6. What instructional accommodations, modifications and supportive services do you currently provide? Which are most effective? Which ones are underutilized or not utilized at all?
7. What processes/supports are in place to remove barriers that might keep students, from participating in work-based learning, CTSO participation, or earning articulated credit?

	0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
a)	All learners have access to high-quality CTE programs of study.		
b)	The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.		
c)	Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and special populations.		
d)	Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.		
e)	Facilities, equipment, technology and materials are provided in a way that ensure all students have the opportunity to achieve success in the program of study.		
f)	Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.		
g)	Supportive services are provided to ensure all students have the opportunity to achieve success in the program of study, as appropriate.		

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2019-2020	2021-2022
h) Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation and articulated credit, for all students.		

Consultation Method	What We Are Doing Well	Identified Needs

Acknowledgement

Appendix G:

Postsecondary Comprehensive Local Needs Assessment

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Peter Hans, President

Postsecondary Guide for the

Comprehensive Local Needs Assessment

for

Perkins V

(Carl D. Perkins Career and Technical Education Act of 2006

as amended by the

Strengthening Career and Technical Education for the 21st Century Act)

July 16, 2019

Table of Contents

Introduction

Sources for this document include: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive CTE Program Quality and Equity, by ACTE March 2019; Louisiana Perkins V: Comprehensive Local Needs Assessment Guidebook;
H.R.2353 - Strengthening Career and Technical Education for the 21st Century Act available at:
https://www.congress.gov/bill/115th-congress/house-bill/2353/text

On July 31, 2018, the President signed into law the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V), which reauthorized and amended the *Carl D. Perkins Career and Technical Education Act of 2006*. One of the most significant changes in Perkins V is the new requirement for local eligible recipients to conduct a comprehensive local needs assessment and update it at least every two years. The relevant text from the Act is in Appendix A.

The new local needs assessment is designed as the foundation of Perkins V implementation at the local level—it drives the local application development and future spending decisions. This process should be seen as a chance to take an in-depth look at the college's entire local Career and Technical Education (CTE) system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in the region. To implement the local needs assessment, a wide range of stakeholders must gather to evaluate how the overall CTE programs measure up on:

      A.   Performance on federal accountability indicators:

      B1.   Size, scope, and quality of programs offered

      B2.   Alignment to local/regional labor market needs

      C.   Progress toward implementing programs and programs of study

      D.   Recruitment, retention, and training of faculty and staff

      E.   Progress toward improving access and equity

State Role

North Carolina CTE will be developing guidance around the local needs assessment and offering suggestions for coordinated engagement with key players in career pathways, sector partnerships, as well as alignment with needs assessments required for the Every Student Succeeds Act (ESSA) (the most recent iteration of the Elementary and Secondary Education Act (ESEA)) and for the Workforce Innovation and Opportunity Act (WIOA), among other federal and state policies.

As this process begins, North Carolina CTE may facilitate collaboration among local recipients, or allow locals to drive intrastate regional approaches to the comprehensive local needs assessment through consortia or other partnerships.

This guide provides key definitions relevant to the comprehensive local needs assessment language in Perkins V as well as definitions for accountability indicators and other relevant terms and time lines for the submission of the local needs assessment and local plans.

Using state and local goals to guide the process will help ensure the outcomes will be valuable in driving CTE program improvement in each community, without creating tremendous new administrative burden.

Assistance in this process can be found through consultation with other local federal program representatives in the community (such as those responsible for implementation of ESEA and WIOA) to gain ideas and best practices related to how they have approached their required needs assessments.

Many ongoing activities may be part of the needs assessment. The information collection and consultation activities for the assessment do not have to be new or different from what the community may already be doing. The data collected, the relationships formed with industry and community partners, and the processes for curriculum development and revision and program approval are all relevant foundations for the needs assessment.

Perkins V requires that all these pieces are pulled together strategically and intentionally to help the community plan for the future.

In addition, the needs assessment can be scaled to fit the particular context. The sections that follow outline a wide array of action items and provide numerous questions to help communities think through the process. However, it is not likely that all these questions or activities will be appropriate for all local areas. Use this tool to draw ideas, and within the overarching state and federal requirements, pick the pieces that work best for the community. The needs assessment process may look very different in smaller or more resource-limited local areas than in more populated areas with larger numbers of potential partners and employers.

The local needs assessment process is about helping communities use information to ensure that local CTE programs help create success for students and employers. The activities of the local needs assessment should become a regular part of the overall college data-driven decision making and program improvement cycles—not merely an additional activity every two years. By fully integrating this new Perkins V needs assessment into routine activities, colleges will be able to realize the full value of the process.

Getting Started: Foundations of a Rigorous Assessment Process

The following four steps will help colleges use data and information more strategically and lay the groundwork for a rigorous needs assessment process through clear goals, preparation, and organization.

1. **Determine Local Goals**

State education and workforce goals must be integrated into the needs assessment along with local priorities.

For example, the following are goals that may align the needs assessment with the local application:

- developing a process for program justification,
- increasing the number of students earning industry certifications,
- strengthening industry advisory board engagement, and

- closing equity gaps.

If the college has already established a strategic plan or "vision" for the local CTE programs, it is important to use the needs assessment to inform and possibly modify those goals. If the college does not already have a set of strategic priorities, the needs assessment can help identify those for the future.

2. Identify Stakeholders and a Leadership Team

Consultation with "a diverse body of stakeholders" is at the heart of ensuring a rigorous and meaningful needs assessment process.

Perkins V identifies, at a minimum, the following participants who should engage in the initial needs assessment, local application development, and ongoing consultation:

1. CTE program representatives at the secondary and postsecondary levels including teachers, faculty, administrators, career guidance and advisement professionals, and other staff
2. State or local workforce development board representatives, chambers of commerce, economic development representatives
3. Representatives from a range of local businesses and industries, as well as non-profit agencies
4. Parents and students
5. Representatives of special populations
6. Representatives from agencies serving at-risk, homeless, and out-of-school youth
7. Representatives from Indian Tribes or Tribal organizations, where applicable

To identify stakeholders, start with individuals and organizations who are already involved with the college program advisory boards, sector partnerships, community groups, parent-teacher associations and other structures. After identifying those already engaged in the programs, reach out to new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those impacted by CTE.

For example: the local Chamber of Commerce, while a great partner, may not include full representation of industry sectors with labor-market demand. This is an excellent opportunity to diversify the partnerships and build a stronger career pathways system among education, workforce, and community leaders through sustained relationships. Check with the NCCCS Perkins Team for requirements and guidance on partner recruitment, such as lists of contacts from relevant workforce, economic, and community development agencies.

In addition to identifying stakeholders, colleges need to select a core leadership team to guide the needs assessment and local application process and facilitate final decision-making.

This leadership team will likely consist of CTE program administrators and other key local decision-makers. The team will look different based on the size and characteristics of each institution, service area or district, but the team should have in-depth knowledge of the college's CTE programs.

3. Make a Plan for Seeking Feedback

There are many options in organizing stakeholders when seeking feedback.

- Industry advisory boards could be broadened to encompass all the suggested stakeholders or constitute a new group as a separate entity.

- The stakeholders could convene regularly or meet with subsets of partners who have expertise for particular sections of the needs assessment.

Using a combination of strategies to provide opportunities for stakeholders to engage with each other and hear diverse perspectives is likely the best approach. In addition to meetings, feedback can be gained through surveys, interviews, focus groups, listening sessions, in person or virtually—consultation does not have to be conducted entirely face-to-face.

In collaborating for stakeholder feedback ask:

- Does the college or region already survey employers, students, and parents? Are additional questions needed to increase the relevance and effectiveness of the survey?

- Does a representative of the college already participate in monthly or regular meetings with stakeholder groups? Could the representative be added to the agenda regularly to engage with community leaders on specific issues relevant to the needs assessment?

Identifying possible information collection opportunities that fit seamlessly with existing work will make the process easier and more effective. After identifying existing mechanisms, look for gaps in that outreach and consider ways to gather input from stakeholders who may not already be part of current activities. Develop a continual feedback loop with key stakeholder groups to meet ongoing consultation requirements. To keep partners motivated, regularly show them the results of their input and publicly recognize their contributions. ACTE provides guides, toolkits with sample documents, and best practices for engaging community partners. These can be found at

https://www.acteonline.org/professional-development/high-quality-cte-tools/business-and-community-partnerships/

4. Gather and Develop Materials

Begin to build the evidence base for the needs assessment by compiling already-available sources of regional, state, and local information and by developing plans to collect new data.

Needed data can come from internal sources, such as student performance data, student and parent survey findings, and feedback from local industry advisory boards, or from external sources, including the NC Department of Commerce labor-market information (LMI). Ensure collection of information from a variety of sources is consistent, meaningful, and useful.

Findings from surveys and transcripts from focus groups and listening sessions can be used, in turn, to spark further discussion among stakeholders. Look to local and state partners for resources to help develop questions and deploy surveys.

The college may decide to commission one or more separate evaluations to fulfill parts of the needs assessment. An external evaluator could be a faculty member or graduate student from a local university, a program evaluation expert from a national association, a professional evaluator employed by an evaluation firm, a volunteer from the community, or a business partner who has evaluation experience and is willing to donate their time.

Suggestions on Operationalizing the Process: Translating the Law into Meaningful Assessment

The six needs assessment requirements as outlined in the law can be distilled into three main ideas: *student performance, labor-market alignment* and *program implementation*.

No one area is identified in the law as more important than another, and to meet federal requirements the needs assessment must cover all the requirements outlined in some way.

Comprehensive Local Needs Assessment (CLNA) Worksheets

CLNA Worksheet Part A: Student Performance

The law requires an evaluation of the student's <u>performance on federal accountability</u> measures in the <u>aggregate and disaggregated</u> for the subpopulations defined in Perkins V. Data must be disaggregated by gender, race and ethnicity, and migrant status (per ESEA), as well as by each of the special populations categories.

Most disaggregated data are collected by self-report at the postsecondary level. The state data systems currently have limited field capabilities, therefore an initial needs assessment will be conducted using available raw data and provide for a more in-depth review of subpopulations in the subsequent evaluations.

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion. The final version may be written **electronically** on the following form. At the end, via consensus, assign a rating and rationale to this part of the CLNA.

Materials Needed	Stakeholders and Other Resources
- Perkins performance data for the past three years disaggregated by CTE program area and special population groups - Comparison data for 'all' students – Secondary comparisons for graduation rates, academic performance and placement – Postsecondary comparisons for credential attainment and placement. - Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted	https://www.ncperkins.org/data/ NC Perkins Core Indicators of Performance Institutional Effectiveness Staff & Registrar. Specifically, the Curriculum Registration, Progress, Financial Aid Report (CRPFA) NCCCS System Office of the President/ Research Performance Management National Alliance for Partnerships in Equity (NAPE) Program Improvement Process for Equity All stakeholders required by law (see §134(d) on page 36 of this guide.

Youth is defined pursuant to the WIOA definition as 16-24 years old.
Suggested Strategy:

- Focus the process on building the economic capacity of the region

- Assemble groups by CTE career cluster/program to examine data. If data do not currently exist, create a plan to obtain the data for future needs assessments.

- Identify significant differences in performance between subpopulations and across programs

- Consider the root causes of these inequities to help identifying corresponding practices that can combat inequity in the CTE programs

- Complete the following form to supplement the data and root cause analysis, consider conducting surveys, interviews or focus groups with educators, counselors, students, and/or parents to gather feedback on outcomes of your programs related to equity

  Plus – strengths, going well, want to continue
  Delta – challenge, needs work, needs change, lacking

PART A: Evaluation of Student Performance		
Questions to Consider	**Plus - Notes**	**Delta - Notes**
1. How are students in each CTE program performing on federal accountability indicators in comparison to non-CTE students? Where do the biggest gaps in performance exist between subgroups of students?		
2. How are students from special populations performing in each CTE program? What are the potential root causes of inequities in performance in each CTE program?		
3. How are students from different genders, races and ethnicities performing in each CTE program?		
4. Which CTE programs overall have the highest outcomes and which have the lowest?		
5. Is there a trend across all CTE programs?		

Use the following rating for each evaluation and action step

> **1** Significant gaps and/or multiple gaps exist

> **2** Some gaps exist and/or there is not have a concrete plan to address them

> **3** Very few gaps exist and there are processes in place to close the remaining gaps

> **4** No gaps exist

PART A: Evaluation of Student Performance		
Rating	Rationale and Potential Action Steps	Perkins V Required Activity

CLNA Worksheet Part B-1: Size, Scope, & Quality

This section of the law requires an assessment of:

1. Whether the college offers a sufficient number of courses and programs to meet the needs of the student population and workforce;
2. Whether those programs are sufficiently broad as well as vertically aligned and linked to the next level of education; and
3. How the quality of program delivery serves to develop student knowledge and skills and prepare them for success.

Use as guidance in forming North Carolinas Definitions:

In its new Perkins V state plan, <u>the state is required to include specific definitions</u> for *size, scope,* and *quality.* States may choose to use existing definitions or update them to reflect new priorities. In the past, states have defined these terms in several ways:

- **Size:** Definitions of size typically address such factors as the minimum number of programs offered by each eligible recipient, or available to each student; the minimum number of courses offered within each program or pathway; or minimum class size. Some states have defined size through a calculation that compares CTE programs offered to total student population, and/or to overall CTE participation. Definitions may differ on the secondary and postsecondary levels.

- **Scope:** Definitions of scope typically refer to program sequencing, from introductory to more advanced curriculum; linkages between secondary and postsecondary education; and the program's ability to address the full breadth of the subject matter.

- **Quality:** These definitions may address generally whether programs have the ability to impart to students the skills and knowledge necessary for success; or may include specific criteria such as implementation of a continuous improvement plan, presence of an advisory committee, or evidence of teacher/faculty qualifications.

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion. The final version should be written electronically on the following form. At the end, via consensus, assign a rating and rationale to this part of the CLNA.

Materials Needed	Stakeholders and Other Resources
Size: • Workforce need compared to numbers completing the program • Total number of program areas and number of courses within each program area • Total number of students who could be served by the eligible recipient, aggregate and disaggregated • CTE participant and concentrator enrollments for the past several years, aggregate and disaggregated • Number of students applying to the programs, if applicable • Number of students on waiting lists, if applicable • Survey results assessing student interest in particular CTE programs Scope: • Documentation of course sequences and aligned curriculum to industry needs • Credit transfer agreements • Data on student retention and transition to postsecondary education within the program of study • Descriptions of dual/concurrent enrollment programs, and data on student participation • Data on student attainment of credentials and articulated credit • Curriculum standards that show depth and breadth of programs • Opportunities for extended learning within and across programs of study Quality: In addition to the materials listed throughout this document, it would be appropriate to consult curriculum standards and frameworks, partnership communications and engagement activities, safety requirements, work-based learning procedures, CTSO activities and alignment, data collection mechanisms and program improvement processes, and employer survey data.	https://www.ncperkins.org/data/ *NC Perkins Core Indicators of Performance* *Institutional Effectiveness Staff* *NCCCS System Office of the President/ Research Performance Management* National Alliance for Partnerships in Equity (NAPE) Program Improvement Process for Equity All stakeholders required by law (see §134(d) on page 36 of this guide.)

Youth is defined pursuant to the WIOA definition as 16-24 years old.

When evaluating size, consider the number of programs and courses offered, as well as the number of students served by CTE programs in relation to the total student population that could be served. Examine longitudinal data, both in the aggregate and disaggregated by Perkins-defined special populations and subgroups and look forward to examining student enrollment projections over the next few years.

To evaluate scope, consider how your programs align and articulate offerings across learner levels, including curriculum, instruction, faculty and staff, facilities and equipment, and career development activities. Examine policies for, participation in and outcomes of credit transfer agreements and dual/concurrent enrollment programs. You may also want to explore whether your program is delivering the full breadth of knowledge and skills within each subject area, or if there are gaps in the curriculum and opportunities you are providing. To assess this breadth, compare your curricular offerings to state standards and state-developed programs of study, if applicable, within each CTE subject area. Also consider if extended learning experiences, such as work-based learning, CTSOs, and articulated credit, are available across all programs of study, or only in some.

To evaluate quality, consider whether the various aspects of your program—curriculum, instruction, career development, work-based learning and more—are designed and delivered in a way that imparts to students the skills and knowledge necessary for success. One way to accomplish this is to compare your program delivery and implementation to a relevant set of quality standards from the state or from a third party, such as a national organization or accreditor.

Plus – strengths, going well, want to continue
Delta – challenge, needs work, needs change, lacking

PART B-1: Program Size, Scope, and Quality		
Questions to Consider	**Plus - Notes**	**Delta - Notes**
1. What are the programs in which students are choosing to enroll and not to enroll?		
2. Are there programs with low student enrollment and high industry demand?		
3. Is the college offering a sufficient number of courses, and course sections, within each program of study?		
4. What percent of students complete a certificate, diploma, degree or other postsecondary credential?		

PART B-1: Program Size, Scope, and Quality		
Questions to Consider	**Plus - Notes**	**Delta - Notes**
How are programs of study designed to ensure students completion?		
5. Describe conversations with secondary, postsecondary and business/industry concerning developing a robust skill set in each program, the role of business and industry in development and delivery of programs of study and how quality standards are incorporated as required by industry?		
6. How is work-based learning incorporated into each programs of study?		

Use the following rating for each evaluation and action step

       1 Significant gaps and/or multiple gaps exist

       2 Some gaps exist and/or there is not have a concrete plan to address them

       3 Very few gaps exist and there are processes in place to close the remaining gaps

       4 No gaps exist

PART B-1: Evaluation of Program Size, Scope, and Quality		
Rating	Rationale and Potential Action Steps	Perkins V Required Activity

CLNA Worksheet Part B-2: Labor Market Alignment

This section the law [(§134(c)(2)(B)(ii)(I)] requires the team to consider the alignment between programs offered and the labor-market needs of the local area, state, and/or region. Identify the state definitions or thresholds for "in-demand industry sectors or occupations". State and local lists of in-demand sectors and jobs should be examined first to ground your analysis. It is important to "regionalize" the data to emphasize the local applicability of the needs assessment. In your review, include a gap analysis of the industry needs compared to the capacity of the educational institutions to meet the current and projected needs.

It is also important to consider long-term projections in addition to immediate labor market needs, particularly if your programs have a longer time horizon. Local workforce development boards, Chambers of Commerce, and local unions or industry associations may have information you can use and should be included on this committee.

As Perkins V continues to focus on aligning programs of study to high-wage, high-skill, or in-demand occupations, eligible recipients will provide an analysis of how CTE programs are meeting workforce and economic development needs. The assessment will look at how different resources are used to determine which CTE programs of study are made available for students.

As the college analyzes these data, focus on comparing the number of students graduating in each CTE program area to the number of projected job openings in relevant occupations. Be sure to look into the future, keeping in mind that the needs assessment will be the foundation of planning for four years of activities through the local Perkins grant application. Also remember that occupations for which your college programs are preparing students may be found across multiple industries.

The state- and local-validated sources of information mentioned will be fundamental. However, easy-to-use online tools can serve as secondary sources and conversation starters. These include:

- **NCcareers.org**, which displays the promising jobs for each part of the state as well as many other useful tools.

- **CareerOutlook.US**, which displays recent and projected employment and current wages by state and occupation;

- **DataUSA.io**, which can be filtered by city or county and includes recent industry, occupation and wage data; and real-time, local job postings from online search engines

- Some colleges may have also turned to analytics firms to mine real-time, job-postings data.

In addition to labor-market information (LMI), feedback from your local industry representatives and, if possible, your alumni, is critical. Local employer input can help to identify trends that may not be evident in reported data, particularly in emerging career areas, and to describe skill needs across industries. Gather employer input through informal discussions, surveys, and/or focus groups.
To learn whether students who have completed CTE programs are succeeding in the workforce, consult alumni follow-up survey results. Check with the state CTE agency to see if it has access to linked education, employment, and earnings data that can be disaggregated for your institution, district, or service area.

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion. The final version should be written electronically on the following form. At the end, via consensus, assign a rating and rationale to this part of the CLNA.

Materials to Review	Stakeholders and other Resources
• Results of any available gap analysis on educational outcomes and employment needs (from the state or separately commissioned) • State- and local-defined lists of in-demand industry sectors and/or occupations • State and locally defined in-demand soft skills • State and local LMI • Real-time job postings data from online search engines, possibly with analytics support from a data firm • Input from business and industry representatives, with particular reference to opportunities for special populations • Alumni employment and earnings outcomes from a state workforce agency or state longitudinal data system, or findings from a follow-up survey of alumni • Chamber of Commerce trend data • Labor Unions	https://www.ncperkins.org/data NC Perkins Core Indicators of Performance NC Tower/LEAD data at nccareers.org NCCCS System Office of the President/ Research Performance Management All stakeholders required by law (see §134(d) on page 36 of this guide).

Youth is defined pursuant to the WIOA definition as 16-24 years old.

Plus – strengths, going well, want to continue
Delta – challenge, needs work, needs change, lacking

Questions to Consider	Plus - Notes	Delta - Notes
PART B-2: Labor Market Alignment		
1. What are the highest projected growth industries in the region? What occupations are part of that industry?		
2. How are CTE programs aligned to projected job openings? How are gaps identified and minimized?		
3. Is there additional content that should be added to better align with employer demand?		
4. Where are completers able to obtain employment?		
5. What emerging occupations are available for students in each program?		

Use the following rating for each evaluation and action step

       1 Significant gaps and/or multiple gaps exist

       2 Some gaps exist and/or there is not have a concrete plan to address them

       3 Very few gaps exist and there are processes in place to close the remaining gaps

       4 No gaps exist

PART B-2: Evaluation of Labor Market Alignment		
Rating	Rationale and Potential Action Steps	Perkins V Required Activity

Program Implementation

While the following four components of the needs assessment are treated separately in the law, they all pertain to the **quality and implementation of programs**. In contrast to the **student performance evaluation,** which examines student outcomes, and the **labor market alignment analysis,** which considers needs that originate from the labor market, these four components address the decisions that the college makes when delivering CTE programs, including:

- which programs to offer;

- how to pursue alignment across learner levels and between academic, technical, and employability skill standards;

- college's curriculum and instructional strategies;

- what opportunities for work-based learning, career and technical student organization (CTSO) participation, and articulated credit are provided;

- how the college supports faculty and staff; and

- how the college ensures access and equity for all CTE students.

The college may choose to approach the rest of the needs assessment holistically through an evaluation process that encompasses all of these quality program components.

The key is to capture the full breadth of program quality and implementation. Findings from recent (or upcoming) program evaluations conducted by your state as part of a program review process or by a third party, such as a national accreditor, can form a basis for this comprehensive evaluation of program delivery and implementation. However, additional input from local stakeholders will likely be needed.

If no such evaluations are available, or if the scope of these evaluations fails to meet your needs, an evaluation of the college's programs can be conducted by demonstrating how they measure against a relevant set of standards.

These could be standards already in place in the state, or standards from a legitimate third-party organization, such as

- ACTE's evidenced based ***Quality CTE Program of Study Framework,*** which includes nearly 100 indicators across 12 elements to capture the breadth of activities that impact program scope, delivery, implementation, and quality, including elements related to the quality of program staff as well as equity and access.

- Southern Regional Education Board **(SREB) Career Pathway Reviews** and Curriculum and Instruction Reviews, which are conducted as part of SREB Needs Assessment Visits

- **Linked Learning Essential Elements of Pathway Quality** - National Center for College & Career Transitions' Design

- Specifications for Implementing the **College and Career Pathways** System Framework

- Tools from the **Council for Occupational Education** and from regional accreditors

To make the evaluation more manageable for larger districts, service areas, or institutions, the college may consider assessing the overall quality of all of the CTE programs, then selecting either a *sample of programs of study to evaluate individually each time the needs assessment is updated* or a few priority elements to review, such as work-based learning or student career development.

While this holistic evaluation of program quality and implementation will yield the least duplication, for ease of understanding the requirements as presented in law we have laid out each of the four needs assessment components related to program implementation separately as follows. Included are particular materials to gather and questions to ask about the nature of the college programs with respect to these specific topics. There is some duplication among these four components, which is noted.

CLNA Worksheet Part C: Progress Toward Implementing Programs of Study

Consider how well the college is implementing the full scope of programs of study, defined in Perkins V as "a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

a) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education

b) addresses both academic and technical knowledge and skills, including employability skills;

c) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

d) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

e) has multiple entry and exit points that incorporate credentialing; and

f) culminates in the attainment of a recognized postsecondary credential."

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion. The final version should be written electronically on the following form. At the end, via consensus, assign a rating and rationale to this part of the CLNA.

Materials Needed	Stakeholders and other Resources
• Documentation of course sequences and aligned curriculum for each CTE program • Standards for academic, technical, and employability skills taught per course • Credit transfer agreements for the program • Student retention and transfer trend data • Trend data on dual and concurrent enrollment in CTE programs • Definitions used for alignment, dual and concurrent enrollment, academic and technical standards • Trend data on student participation • Advisory committee notes/minutes • Data on credential attainment by type • Notes on industry participation • Documentation of 9-14 Pathways	• Advance CTE "Ensuring Career Pathway Quality: A Guide to Pathway Intervention" • ACTE "Quality CTE Program of Study Framework" • Southern Regional Education Board (SREB) Career Pathway Review Process • Linked Learning "Essential Elements for Pathway Quality" • All stakeholders required by law (see §134(d) on page 36 of this guide.

Youth is defined pursuant to the WIOA definition as 16-24 years old.

This section overlaps with the scope and quality components previously outlined in the needs assessment, as well as with the labor market alignment analysis. This is your opportunity to do a close review of the structure of your programs as well as the extended opportunities they provide to students, such as opportunities for dual enrollment or work-based learning.

Plus – strengths, going well, want to continue
Delta – challenge, needs work, needs change, lacking

Questions to Consider	Plus - Notes	Delta - Notes
PART C: Progress Toward Implementing CTE Programs and Programs of Study		
1. How fully are the programs of study aligned and articulated across secondary and postsecondary education? (i.e. grade 9-14 POS)		
2. How do the programs of study incorporate relevant academic, technical, and employability skills at every learner level?		
3. Are students being retained in the same program of study? (i.e. matriculation from secondary to postsecondary for diploma/degree completion?		
4. Do students in the programs of study have multiple entry and exit points?		
5. Are students in the programs earning recognized postsecondary credentials? Which credentials are earned at each level (certificate, diploma and degree)?		
6. What are the roles of secondary and postsecondary partners in current program of study design and delivery? To what		

Questions to Consider	Plus - Notes	Delta - Notes
extend do faculty work together to ensure complementary and seamless course content in this program?		

Use the following rating for each evaluation and action step

1 Significant gaps and/or multiple gaps exist

2 Some gaps exist and/or there is not have a concrete plan to address them

3 Very few gaps exist and there are processes in place to close the remaining gaps

4 No gaps exist

PART C: Progress Toward Implementing CTE Programs and Programs of Study		
Rating	Rationale and Potential Action Steps	Perkins V Required Activity

CLNA Worksheet Part D: Recruitment, Retention, and Training of CTE Educators

Perkins V Section 134(c)(2)(D) requires the college to assess and develop plans to improve the quality of their faculty and staff through recruitment, retention and professional development, with attention paid to diversity in the profession.

Ground the evaluation of this section in state and/or local policies and relevant terms defined in Perkins V, particularly the definition of "professional development," which emphasizes sustainability, relevance, and quality of these experiences.

When assessing the state of the college's educators, take a comprehensive view of what you know about educators, administrators, staff, and guidance and career advisement professionals across your programs. Evaluate what these educators bring to the table; their preparation and credentialing in comparison to state, district or institution requirements; and the ways they demonstrate their commitment to the profession through pursuit of advanced certification or extensive professional development. Look for gaps in expertise within and across programs. In addition, consider how to recruit educators and staff and prepare them for their responsibilities, particularly new educators coming from an industry background.

To take this analysis further, compare the current staff capacity to the college's future plans. For instance, if the college intends to develop new programs of study or expand career development services in the next four years, look at the current staff and make projections about where the college needs to increase skills or hire new people.

It is also vital to evaluate the ways in which the college is supporting faculty and staff through wages, benefits, professional development, and recruitment and retention activities. Develop surveys or conduct focus groups to seek feedback on faculty and staff needs and preferences.

In addition, consider the methods for recruiting and retaining educators and staff from populations traditionally underrepresented in the profession. Analyze the demographics of the teachers and staff in comparison to the makeup of your student body and consider to what extent students are learning from educators who reflect themselves and their communities.

To make this more robust, conduct a root causes and strategies analysis similar to that outlined in the Student Performance and Progress Toward Improving Access and Equity sections of this publication, and consult colleagues who worked on teacher shortage and diversity issues for ESEA.

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion. The final version should be written electronically on the following form. At the end, via consensus, assign a rating and rationale to this part of the CLNA.

Materials Needed	Stakeholders and other Resources
• Data on faculty, staff, administrator, and counselor preparation, credentials, salaries and benefits, and demographics • Student and community demographic data • Description of recruitment process • Description of retention process • Description of professional development, mentoring, and externship opportunities • Policy on professional development requirements for instructors (full-time and adjunct) • Data on educator participation in professional development, mentoring, and externships • Findings from educator evaluations or other resources about impact of professional development, mentoring, and externships • Survey or focus results conducted with educators regarding needs and preferences • Trend data on educator and staff shortage areas in terms of CTE area and demographics (at least past 5-10 years) • Trend data on educator and staff retention in terms of CTE area and demographics (at least past 5-10 years)	• All stakeholders required by law (see §134(d) on page 36 of this guide.

Youth is defined pursuant to the WIOA definition as 16-24 years old.

Strategies could include developing a work group to examine data including educators, career guidance professionals, and human resources staff. Or you could develop a focus group or conduct interviews with veteran teachers; developing teachers; individuals charged with selecting, designing, and implementing professional development; and human resource staff.

Plus – strengths, going well, want to continue
Delta – challenge, needs work, needs change, lacking

Questions to Consider	Plus - Notes	Delta - Notes
PART D: Recruitment, Retention, and Training of CTE Educators		
1. Describe the diversity in the college's faculty and staff. Does it reflect the demographic makeup of the student body or service region?		
2. What processes are in place to recruit new educators both internally and externally?		
3. What onboarding processes are in place to bring new instructors, both permanent and adjunct, into the system?		
4. What has been the impact of the onboarding processes for new instructors, especially instructors coming from industry?		
5. What substantive and effective professional development (PD) activities are offered around CTE academic and technical instruction? How is need for PD identified?		
6. How does your college provide, approve, and fund professional development activities to improve CTE faculty and staff?		

Use the following rating for each evaluation and action step

1 Significant gaps and/or multiple gaps exist

2 Some gaps exist and/or there is not have a concrete plan to address them

3 Very few gaps exist and there are processes in place to close the remaining gaps

4 No gaps exist

PART D: Recruitment, Retention, and Training of CTE Educators		
Rating	Rationale and Potential Action Steps	Perkins V Required Activity

CLNA Worksheet Part E: Progress Toward Improving Equity and Access

The law requires an **evaluation of your progress in providing equal access to CTE programs**, particularly CTE programs that lead to strong positive outcomes for students, and in providing CTE in a way that maximizes success for special populations. Specifically, §134(c)(2)(E) says

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

> (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

> (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

> (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Special populations are defined by Perkins V Section 3(48) as

(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 (as such term is defined in section 101(a)(4) of title 10, United States Code); and
>   (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.

This component can be broken down into three subsections: **access, performance, and program delivery**.

1. Look at <u>participation data for students</u> from special populations and consider how to promote programs, recruit students, and provide career guidance. Strategies for inclusion include promotional materials that depict students from special populations, active recruitment of students from special populations, and career guidance that helps students from special populations choose a pathway that fits their goals and strengths.

2. Consider <u>student performance data</u> for special populations by bringing in the data disaggregation and root causes and strategies analysis conducted for the Student Performance section of the needs assessment. In consultation with stakeholders, develop plans to implement the strategies identified through the root causes and strategies analysis and measures to evaluate the progress on those strategies.

3. <u>Consider program delivery</u> through an equity lens. Look at the accommodations, modifications, and supportive services that are offered, and examine the curriculum, instruction, materials, and assessments for biased and discriminatory content. In addition, identify barriers to participation in work-based learning, CTSOs, and articulated credit opportunities, and the strategies for addressing those barriers. Deepen this analysis by conducting focus groups, surveys or interviews with students from special populations, their parents (if appropriate), and community-based organizations that work with special population groups. These outreach activities can help the college learn more about their needs and preferences and their perceptions of how well the programs are helping them reach their goals.

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion. The final version should be written electronically on the following form. At the end, via consensus, assign a rating and rationale to this part of the CLNA.

Materials to Review	Stakeholders and other Resources
- Promotional materials - Recruitment activities for special populations - Career guidance activities for special populations - Processes for providing accommodations, modifications, and supportive services for special populations - Information on accelerated credit and credentials available for special populations - Procedures for work-based learning for special populations - Data on participation and performance for students from special populations - Findings from the root causes and strategies analysis from the Student Performance component - Findings from surveys/focus groups with students, parents (if applicable), and community organizations that represent special populations	https://www.ncperkins.org/data/ NC Perkins Core Indicators of Performance Institutional Effectiveness Staff & Registrar. Specifically, the Curriculum Registration, Progress, Financial Aid Report (CRPFA) NCCCS System Office of the President/ Research Performance Management National Alliance for Partnerships in Equity (NAPE) Program Improvement Process for Equity All stakeholders required by law (see §134(d) on page 36 of this guide.

Youth is defined pursuant to the WIOA definition as 16-24 years old.

Strategies for this section include having your work group or a focus group to review the data. They may find it useful to conduct interviews with students and former students, parents, CTSO advisors, representatives of special populations, tribal organizations and representatives, business, industry, and community partners.

Plus – strengths, going well, want to continue
Delta – challenge, needs work, needs change, lacking

Questions to Consider	Plus - Notes	Delta - Notes
PART E: Progress Toward Improving Equity and Access		
1. Which population groups are underrepresented in your CTE programs overall? And in each program area?		
2. Which population groups are over-represented in CTE programs other than non-traditional?		
3. What are the differences between participant, concentrator* and completer data for each special population? What barriers prevent students from special populations from completing?		
4. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect?		
5. Referring to the sections on program quality, labor market needs, and progress toward implementing programs of study, what enrollment discrepancies exist when comparing to programs that lead to high-wage, high-skill, and in-demand occupations?		
6. What accommodations, modifications and supportive		

Questions to Consider	Plus - Notes	Delta - Notes
services are available for each special population? Which are most effective? Which ones are under-utilized? How do students find out about them?		
7. Has the faculty been provided professional development in strategies to assist student learning, such as Universal Design for Learning?		

* A CTE *participant* is an individual who completes not less than one course in a career and technical education program or program of study; a CTE *concentrator* is an individual that has earned at least 12 credits within a career and technical education program of study or has completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Use the following rating for each evaluation and action step

1 Significant gaps and/or multiple gaps exist

2 Some gaps exist and/or there is not have a concrete plan to address them

3 Very few gaps exist and there are processes in place to close the remaining gaps

4 No gaps exist

PART E: Progress Toward Improving Equity and Access		
Rating	Rationale and Potential Action Steps	Perkins V Required Activity

Merging Findings and Setting Priorities

Finishing the Perkins V Comprehensive Local Needs Assessment and beginning the local application for Perkins funds are the next steps in the process and will require input from the required partners. Be creative and use your resources to get that valuable input. It does not have to happen in a large public forum but might be more effective selecting the team leaders from each section.

Engaging stakeholders in a discussion about local and regional goals is critical as you conclude this process. Ensuring the stakeholder group understands the six required use of funds and the nine elements of the local application will be critical at this point. Armed with facts and information, the leadership team can work with the stakeholder group to do the final steps and prepare for the local application.

It is time to review your findings and prioritize the action steps identified in each section. Likely there are considerably more issues and actions than can be addressed at this time, however it is important to narrow the list of needs to a key set of actions that will have the greatest impact on the following:

- Closing performance gaps for special population groups;
- Improving program size, scope, and quality and insuring labor-market alignment;
- Improving program quality;
- Making sure you have the best and most diverse educators; and
- Removing barriers that reduce access and success.

In prioritizing the action steps, go back to the notes from your discussions and consider more broad questions from each part such as:

- Part A: Which performance areas are providing the most difficulty? For which student groups? What can be done to address those needs?

- Part B-1: Which programs are strong and need to be supported to continue to keep momentum? Which programs are struggling and need to be discontinued or reshaped to be of adequate size, scope, and quality? Are there specific components of program quality that present challenges across career areas?

- Part B-2: Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?

- Part C: Are secondary, postsecondary, and support systems aligned to ensure students can move through the pathway without barriers or replication? Are credentials awarded to students of economic value to students and employers?

- Part D: How can you get faculty to join your staff? What support is needed to retain effective instructors?

- Part E: Which special populations are struggling the most? Are there activities to undertake that would remove barriers right away? What are long-term solutions to ensuring all students are successful?

The NCCCS Perkins staff has created a form that may be used for each Program of Study that will be funded with Perkins grant monies to summarize the needs assessment gaps and action steps. This will be submitted to the System Office with the local application. See the form on the following page.

CLNA Summary Report by Program of Study Form

College: _____

Program of Study: _____

    Check all that are offered: ☐ Certificate   ☐ Diploma   ☐ Associates in Applied Science

    Check all that are appropriate: ☐ In-Demand   ☐ High Skill   ☐ High Wage

Team/Stakeholders involved - must include required participants, see §134(d) (pg 36 in the CLNA guide)

Representative	Name	Institution/Position

If applicable, briefly explain gaps in each part.

A. Student performance
•
B1. Size, scope, and quality of program
•
B2. Alignment to local/regional labor market needs
•
C. Progress toward implementing 9-14 career pathways programs of study
•
D. Recruitment, retention, and training of faculty and staff
•
E. Progress toward improving access and equity for all students
•

For each gap identified above, list strategies by approved Perkins V activity that were identified to close the gap. See §135 Local Uses of Funds for additional information on approved activities.

Provide career exploration and career development activities through an organized, systemic framework
•
Provide professional development for a wide variety of CTE professionals
•
Provide within CTE the skills necessary to pursue high-skill, high-wage, or in-demand industry sectors or occupations
•
Support integration of academic skills into CTE programs
•
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement
•
Develop and implement evaluations of the activities funded by Perkins
•

Appendix A: Perkins V Comprehensive Needs Assessment

Perkins V Sec. 134. LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS

(c)   COMPREHENSIVE NEEDS ASSESSMENT.—

(1) IN GENERAL.--To be eligible to receive financial assistance under this part, an eligible recipient shall—

(A)   conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection(a); and

(B)   not less than once every 2 years, update such comprehensive local needs assessment.

(2) REQUIREMENTS.--The comprehensive local needs assessment described in paragraph (1) shall include each of the following:

(A)   An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

(B)   A description of how career and technical education programs offered by the eligible recipient are—

(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

(ii)

(I)   aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111)(referred to in this section as the `State board') or local workforce development board, including career pathways, where appropriate; or

(II)   designed to meet local education or economic needs not identified by State boards or local workforce development boards.

(C)   An evaluation of progress toward the implementation of career and technical education programs and programs of study.

(D)   A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

(E)   A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(d) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

(1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;

(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;

(3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;

(4) parents and students;

(5) representatives of special populations;

(6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);

(7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and

(8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

(e) CONTINUED CONSULTATION.--An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection(d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to—

(1) provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);

(2) ensure programs of study are—

(A) responsive to community employment needs;

(B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;

(C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));

(D) designed to meet current, intermediate, or long-term labor market projections; and

(E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;

(3) identify and encourage opportunities for work-based learning; and

(4) ensure funding under this part is used in a coordinated manner with other local resources.

Appendix B: Perkins V Sec. 135. Local Uses of Funds

a) GENERAL AUTHORITY.--Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).

b) REQUIREMENTS FOR USES OF FUNDS.--Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

   A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

   B) readily available career and labor market information, including information on—

      (i) occupational supply and demand;

      (i) educational requirements;

      (ii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and

      (iii) employment sectors;

   C) programs and activities related to the development of student graduation and career plans;

   D) career guidance and academic counselors that provide information on postsecondary education and career options;

   E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

   F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

   A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;

   B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 49l-2(e)(2)(C));

   C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate,

with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;

E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;

F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

4) support integration of academic skills into career and technical education programs and programs of study to support—

A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

B) CTE participants at the postsecondary level in achieving academic skills;

5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

A) a curriculum aligned with the requirements for a program of study;

B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the

Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

E) a continuum of work-based learning opportunities, including simulated work environments;

F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

I) expanding opportunities for students to participate in distance career and technical education and blended-learning programs;

J) expanding opportunities for students to participate in competency-based education programs;

K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

P) making all forms of instructional content widely available, which may include use of open educational resources;

Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

T) other activities to improve career and technical education programs; and

6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

Appendix C: Definitions

The **Career Pathways** definition refers to the definition in the Workforce Innovation and Opportunities Act (section 3, 29 U.S.C. 3102), which states:

> The term ''career pathway'' means a combination of rigorous and high-quality education, training, and other services that —
>
> (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
>
> (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
>
> (C) includes counseling to support an individual in achieving the individual's education and career goals;
>
> (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
>
> (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
>
> (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
>
> (G) helps an individual enter or advance within a specific occupation or occupational cluster.

A **Program of Study** is defined specifically in Section 3(41) of Perkins V.

> The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—
>
> (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
>
> (B) addresses both academic and technical knowledge and skills, including employability skills;
>
> (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
>
> (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
>
> (E) has multiple entry and exit points that incorporate credentialing; and
>
> (F) culminates in the attainment of a recognized postsecondary credential.

The North Carolina Community College System uses the term "**Programs**" to refer to the larger classification of curriculum programs, which include 10 occupational program areas.

15 Agricultural and Natural Resources Technologies

20 Biological and Chemical Technologies

25 Business Technologies

30 Commercial and Artistic Production Technologies

35 Construction Technologies

40 Engineering Technologies

45 Health Sciences

50 Industrial Technologies

55 Public Service Technologies

60 Transport System Technologies

Appendix D : Example of a CLNA Summary Report by Program of Study

College: NCCCS Team Perkins Example

Program of Study: Health Sciences Pathway

Check all that are offered:　　☐ Certificate　　☐ Diploma　　☒ Associates in Applied Science

Check all that are appropriate:　☒ In-Demand　　☒ High Skill　　☒ High Wage

Team/Stakeholders involved (Must include required participants, see NCCCS CLNA Guide page 6)

Representative	Name	Institution/Position
Post-Secondary	Patti Coultas	NCCCS CTE Coordinator
PS Administrator	Edward Rooney	CC/Dean of CTE
PS Educator	Maurice Phipps	CC/Instructor
Secondary Administrator	Joe Louis Clark	HS/Principal
Secondary Educator	John Keating	HS/Teacher
Special Populations	Steven Hawking Theo Huxtable	CC students
Service Agencies	Bill Sugarman	Vocational Rehabilitation
Career Guidance	Sally McCarthy	CC/Career Specialist
Student(s)	George, Craig, Sarah, Elise	CC/Students
Community	John Neal	District 51 Senator
Business/Industry	Doogie Howser	Regional Hospital/Doctor
Business/Industry	N. Ratched	Regional Hospital/Nurse
Workforce Development	Chris D'Elia	Economic Dev. Exec. Director
Parents	Molly Weasley Jack Torrance Helen Parr	

If applicable, briefly explain gaps in each part.

A. Student performance
• 82.11% of the students in the Health Sciences pathway achieved a GPA of 2.5 or better
• 75% of students receive less than a B in Algebra
• Less than 10% of health students are male
• 86% Complete, however minority students do not complete at the same level as white students
• There is one success coach to monitor 500 students via Aviso
• 25% of students transfer from ADN to other health programs

B1. Size, scope, and quality of program
• 1 of 4 regional high schools offer CCP Programs in CNA, which leads to other health programs • Admissions has a wait list for ADN and surgical technology • Sonogram equipment is old and not used in regional hospitals
B2. Alignment to local/regional labor market needs
• Per NC Dept of Commerce Labor & Economic Analysis Division, ADN, Radiologic Technology, Dental Hygiene and Respiratory Therapists are all 5 star occupations. The region needs more ADN and Dental hygienists than complete the program • Sonogram equipment does not match industry standard
C. Progress toward implementing 9-14 career pathways programs of study
• Because biology is not a CTE program, students in the CCP CNA program do not typically get admitted into the ADN program. There is not clear alignment from CCP to ADN. • 25% of students transfer from ADN to other health programs taking additional course work in similar courses
D. Recruitment, retention, and training of faculty and staff
• 70% of faculty have been trained in high definition simulation instruction to qualify their students for clinicals. • 45% of Adjunct instructors have attended Aviso training
E. Progress toward improving access and equity for all students
• A review of recruitment materials shows that not all photos include non-traditional students. • An MOA Accessibility study has not taken place since the addition of the expanded health technology labs were created to ensure access. • 45% of instructors have taken workshops in universal design for learning instructional strategies • There is a waiting list for the 2 iPads with Text to Speech software

For each gap identified above, list strategies by approved Perkins V activity that were identified to close the gap. See §135 Local Uses of Funds for additional information on approved activities.

Provide career exploration and career development activities through an organized, systemic framework
• Partner with K-12 regional counselors to bring career exploration activities to middle schoolers, focus on males and special populations in health careers • Update recruiting Program flyers to ensure photos include a majority of non-traditional students. • Develop and distribute information on 9-14 pathways for regional counselors when they provide career exploration activities • Host health career fair at middle school. Recruit current non-traditional students and alumni to participate • Increase career exploration
Provide professional development for a wide variety of CTE professionals
• Include required professional development in future contracts • Bring in UDL Workshop and other instructional strategies • Advertise PD in instructional strategies

Provide within CTE the skills necessary to pursue high-skill, high-wage, or in-demand industry sectors or occupations
- Purchase updated sonogram equipment   - Add new sections of ADN to increase enrollment   - Add new sections of Surgical Technology to increase enrollment   - Provide tutoring to increase numbers with 2.5 GPA, with goal of 90%   - Hire another Success Coach to monitor students via Aviso   - Offer Aviso workshop via webinar so adjuncts can attend when they are available   - Provide tutors in math
Support integration of academic skills into CTE programs
- Provide math tutors   - Ensure distribution of supports offered at college
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement
- Review program of study for ADN and review how CCP students can move seamlessly to program from CNA   - Align courses so that students can transfer between health programs without having to retake similar courses
Develop and implement evaluations of the activities funded by Perkins
- Review Aviso data for retention, completion, and usage by all faculty and staff   - Review math grades

Appendix H:

Official Notifications of Public Comment for State Plan Narrative

Notifications for Public Comment
State Plan Narrative Public Comment • https://www.dpi.nc.gov/news/press-releases/2019/11/05/input-sought-perkins-v-state-plan-narrative • https://www.ncperkins.org/
Performance Indicator Public Comment • https://www.dpi.nc.gov/news/press-releases/2019/11/05/input-sought-performance-indicators-perkins-v • https://www.ncperkins.org/

Official notification for public comment- (December 16, 2019, and continues until noon on Jan. 16, 2020 for the State Plan and until noon February 4, 2020 for the Performance Indicators)

Found at: https://www.ncperkins.org/mod/page/view.php?id=2937

CTE Learning that works for North Carolina
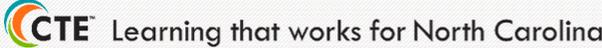
Home ❯ Courses ❯ CTE Resources ❯ Perkins Resources ❯ Input Sought on Perkins V State Plan ❯
Input Sought on Perkins V State Plan Narrative

Perkins Resources

Input Sought on Perkins V State Plan Narrative

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November 5, 2019

The North Carolina Community College System (NCCCS) in partnership with the North Carolina Department of Public Instruction (NCDPI) are seeking public comment on its Perkins V State Plan narrative. To comply with the Carl D. Perkins Career and Technical Act of 2006 Section 122 (a)(4) and North Carolina General Statues (115C Article 10), public hearings on the State Plan for Career and Technical Education will be conducted for the purpose of providing opportunities for interested citizens to express their views on

(a) the goals reflected in the state plan;

(b) the program to be offered in the plan;

(c) the allocation of responsibility for programs to be offered in the various levels of education and instruction;

(d) the processes for transactions to fully comply with the Perkins Act of 2006 and the allocation of local, state, and federal resources to meet these goals.

The period for public comments begins Dec. 16, 2019, and continues until noon on Jan. 16, 2020 for the State Plan and until noon on February 4 for the Performance Indicators. All public comments and questions will be logged and responded to within thirty days of the close of the public comment period.

Citizens are welcome to view the website, review plan informational videos about NC Career and Technical Education, and submit their public comments via a web form.

** https://sites.google.com/a/dpi.nc.gov/ncctestateplan/ **

Thank you in advance for helping us to create the best possible Career and Technical Education program that will help prepare the citizens of North Carolina for great, rewarding careers.

Video reviewing the State Plan process: https://www.ncperkins.org/video/StatePlan/

Last modified: Thursday, 19 December 2019, 8:41 AM

Official notification for public comment- Performance Indicators (December 6, 2019 to February 4, 2020)

Found at: http://www.ncpublicschools.org/publicnotices/notices/2019-20/20191105-01

www.ncpublicschools.org/publicnotices/notices/2019-20/20191105-01

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2015-2016

2014-2015

2013-2014

2012-2013

2011-2012

PUBLIC NOTICES 2019-20 :: NOVEMBER 5, 2019

INPUT SOUGHT ON PERFORMANCE INDICATORS FOR PERKINS V

The North Carolina Department of Public Instruction (NCDPI) is seeking public comment on its Performance Indicators for Perkins V. To comply with the Carl D. Perkins Career and Technical Act of 2019 Section 113 (b)(3)(B)(ii) and North Carolina General Statues (115C Article 10), public hearings on the state plan performance indicators for Career and Technical Education will be conducted for the purpose of providing opportunities for interested citizens to express their views on (a) the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); (b) these indicators support the needs of the local education and business community.

The period for public comments begins Dec. 6, 2019, and continues until Feb. 4, 2020. All public comments and questions will be logged and responded to within thirty days of the close of the public comment period.

Citizens are welcome to view the website that is established, review plan informational videos about NC Career and Technical Education, and submit their public comments via a web form on the site.

About the North Carolina Department of Public Instruction:
The North Carolina Department of Public Instruction provides leadership to 115 local public school districts and 160 charter schools serving over 1.5 million students in kindergarten through high school graduation. The agency is responsible for all aspects of the state's public school system and works under the direction of the North Carolina State Board of Education.

For more information:
NCDPI Communication and Information Division, 919.807.3450.

> Email A Friend
> Printer Friendly Version

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Official notification for public comment- Perkins V State Plan Narrative (December 16, 2019 to January 15, 2020)

Found at: http://www.ncpublicschools.org/publicnotices/notices/2019-20/20191105-02

Appendix I:

Notification of Public Comment for Performance Indicators

PUBLIC COMMENT OF ADOBE INC. ON THE STATE PLAN FOR CAREER AND TECHNICAL EDUCATION

Adobe appreciates having this opportunity to provide input on North Carolina's Perkins Career and Technical Education Act (Perkins V) plan. We hope the state will use its new Perkins V plan as a tool to provide a greater number of students with access to performance based learning models (sometimes referred to as competency based models) that will help equip them with the knowledge and skills they will need after graduation. We strongly support North Carolina's plan to emphasize critical and creative thinking, decision-making, problem-solving, teamwork, technology, and work-based learning. As a global technology leader, we need creative, collaborative employees who can solve problems and communicate effectively with each other and our customers. We deeply value these competencies. We also recognize the growing worldwide demand for them by other leading private and public sector employers and the communities they serve. Career and technical education experiences and activities should recognize these workplace needs and align with the work and life experiences students will encounter after graduation. As NCDPI completes the North Carolina's Perkins V plan, we respectfully encourage you to consider using Perkins V performance based learning provisions as a tool to achieve this goal.

Performance based learning is one of the most effective and engaging way for career and technical education students to acquire, at their own pace, the deep content knowledge and the essential skills they will need to thrive as workers, community members, and lifelong learners. This approach includes providing opportunities for students to use technology to maximize their creative contributions and impact and demonstrate the knowledge and skills

they are acquiring through CTE courses. Consistent with this vision, we respectfully urge you to consider the following additions to North Carolina's draft Perkins V plan.

USE STATE LEVEL FUNDING TO SUPPORT IMPROVED CTE ASSESSMENT

Adobe appreciates North Carolina's work to develop and use better assessments, including the state's related decision to participate in the Innovative Assessment Demonstration Authority. We encourage you to extend your assessment leadership to CTE programs, including using Perkins V funding to develop CTE assessments that use portfolios and performance tasks that effectively measure students' higher order thinking and performance skills, including enabling CTE students to use technology to demonstrate their progress. Specifically, we encourage you to use a portion of North Carolina's State Leadership funding to support assessment and related curriculum improvements.

For example, Perkins V expressly permits states to use state-level funding for creating, evaluating, and supporting competency-based curricula. The law also permits states to use their Leadership Funds to promote the use of performance based assessment data to personalize instruction, improve CTE curriculum to align with performance based learning and assessment, and guide investments in professional development designed to facilitate these activities.

INVEST IN NORTH CAROLINA'S CAREER AND TECHNICAL EDUCATION TEACHERS

Adobe strongly supports the North Carolina Perkins V plan focus on teachers, including your plan to use State Leadership funding for "teacher training" statewide faculty professional development, and providing technical assistance, including [supporting] new teacher induction. We encourage you to include performance based assessment training among the professional development opportunities

available to CTE educators. Evidence shows that teachers and school leaders play the most important role in promoting student achievement, including in career and technical education. Teachers and school leaders are also best positioned to establish learning environments that will cultivate the next generation of creative workers and citizens. North Carolina should help CTE teachers develop and use high quality performance assessments that better illustrate CTE student's knowledge and skills; effectively use student data gathered through portfolios to support personalized learning; and integrate technology to support rich CTE instruction, experiences, and assessments of learning.

ENCOURAGE ELIGIBLE RECIPIENTS TO PROMOTE CTE INNOVATION

Adobe supports North Carolina's goal of promoting replication of creative solutions to challenging workforce problems by supporting local innovation. We encourage North Carolina to make performance based learning a central part of its innovation vision, by encouraging local recipients to use Perkins reference to expanding performance based CTE classes. This strategy would enable eligible recipients to better meet students', educators', and employers' needs. Specifically, North Carolina should encourage and support eligible recipients to use their Perkins V funding, and related state funding, to:

Use portfolios, including using visual communication and storytelling, to enable CTE students to fully demonstrate the critical thinking, creative literacy, communication, and collaboration skills they acquire;

Ensure that every CTE program has a set of competencies (including skills and applied knowledge) that outline what a learner is able to do, after instruction and practice;

Continue working with employers and industry partners to develop the competencies and identify essential skills that must be taught by the CTE program in order for a completer to be ready for future education or training, or an entry level position; and share completed competencies with the same employers or industry partners to validate them based on later employee performance;

- Ensure teachers are able to assess progress toward mastery of the competencies, including by observing learners in the classroom and by using performance assessment;
- Use performance tasks aligned to the competencies for the purposes of offering CTE students a richer, more individualized learning experiences;
- Provide rich professional development opportunities for teachers, school leaders, and other CTE professionals to build their capacity to use competency based models and other Performance Based Learning practices;
- Support effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries; and
- Advance acknowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
- Ensure CTE programs include a robust focus on art and design skills aligned to identified business and industry needs.

Thank you for providing this opportunity to offer feedback on North Carolina's Perkins V plan. We appreciate the state's long standing career and technical education leadership and look forward to supporting state and local efforts to implement Perkins V during the coming years.

RESPONSE TO PUBLIC COMMENT

North Carolina Career and Technical Education appreciates the partnership developed with our business partners and their interest in developing our students. Under new legislation, North Carolina Career and Technical Education is taking the opportunity to refine our operations in order to ensure the delivery of student knowledge and skills to our business partners. As such, the focus of our performance measures has shifted to include proofs of learning. These NC CTE course proofs of learning can include a credential, a performance based measurement (including project based measurements and CTSO competitive events), or a multiple choice assessment. We anticipate changes to courses that are more appropriately aligned to a performance based measure to be a goal during the five year state strategic plan. As North Carolina Career and Technical Education transitions to the new state plan, it allows the organization to professionally develop teachers based on identified needs. These opportunities will support the engagement of teachers and instructors and support the capacity of offering innovative programs. North Carolina Career and Technical Education will also continue to enhance the development of industry recognized credentials for our students in effort to provide the advancement of the skills identified by workforce.

Adjustments were made to the state plan draft to reflect these responses. We built clarity around how proofs of learning and the integration of these types of performance based measurements. We also built clarity in our state plan around our career pathway models and our credential offerings to demonstrate the progressive planning in Career and Technical Education in North Carolina.

Appendix K:

Assurances, Certifications, and other Forms

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

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* APPLICANT'S ORGANIZATION
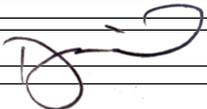
North Carolina Department of Public Instruction

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: *** First Name:** Atkins (Trey)   Middle Name:

* Last Name: Michael   Suffix:

* Title: Director for Career and Technical Education

* SIGNATURE: *** DATE:** 2/13/20

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
	Director for Career and Technical Education
APPLICANT ORGANIZATION	DATE SUBMITTED
North Carolina Department of Public Instruction	2/13/20

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

- [x] Prime [ ] SubAwardee

* Name: NC Department of Public Instruction
* Street 1: 6307 Mail Service Center   Street 2:
* City: Raleigh   State: NC: North Carolina   Zip: 27699-6307
Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
Education

7. * Federal Program Name/Description:

CFDA Number, if applicable:

8. Federal Action Number, if known:

9. Award Amount, if known:
$

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Street 1:   Street 2:
* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Street 1:   Street 2:
* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* Signature:

*Name: Prefix: * First Name: Atkins (Trey)   Middle Name:
* Last Name: Michael   Suffix:

Title: Director for Career and Technical Education   Telephone No.:   Date: 02/13/2020

Federal Use Only:

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.