



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

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# **Report to the North Carolina General Assembly**

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North Carolina Education and Workforce  
Innovation Commission

*§ 115C-64.15.*

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**Date Due: April 30, 2021**  
DPI Chronological Schedule, 2020-2021

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## **§ 115C-64.15. North Carolina Education and Workforce Innovation Commission.**

SECTION 7.23F.(a) NC Education and Workforce Innovation Commission (EWIC). The Commission shall publish a report on the Education and Workforce Innovation Program and the CTE Grade Expansion Program on or before April 30 of each year. The report shall be submitted to JLEOC, SBE, the State Board of Community Colleges, and UNC BOG. Report shall include at least all the following information:

- (1) An accounting of how funds and personnel resources were utilized for each program and the impact on student achievement, retention, and employability.
- (2) Recommended statutory and policy changes.
- (3) Recommendations for improvement of each program.
- (4) For the CTE Grade Expansion Program, recommendations on increasing availability of grants after the first two years of the program to include additional LEAs or providing additional grants to prior recipients

The Superintendent of Public Instruction shall provide a report to the Commission by October 15 of each year based on the information reported to the Local Planning Systems Regional Services staff under this subsection, including how the grant recipients compare to CTE programs statewide and whether the programs are aligned with the Master Plan for Career and Technical Education adopted by the State Board.

(Note: Local reports were due to the Department of Public Instruction Career and Technical Education division by August 1)

### **Background**

The North Carolina Education and Workforce Innovation Program was established in the 2013 Legislative Session to support local education agencies undertaking innovative projects that would directly result in more students graduating college and career ready. The goals of the Education and Workforce Innovation Program include:

- Align public schools with business and industry and colleges/universities;
- Provide greater choice for parents/guardians among high-quality public education options;
- Enhance teacher and principal effectiveness;
- Ensure all students possess job-ready skills; and
- Leverage technology to accelerate student and teacher learning.

The Education and Workforce Innovation Program established by statute is a \$2 million annual fund to support schools, districts, and regions undertaking work in service of the goals listed above. Primary measurable outcomes of the program will include:

- Evidence of industry valued skills among students;
- Decreased time-to-degree;
- Increased rate at which students gain academic college credit and/or workforce credentials;
- Evidence of explicit partnerships with business and industry;
- Positive placement of every student upon graduation in continuing education or employment; and
- Evidence of alignment across K-12 and colleges and universities.

The Education and Workforce Innovation Program's competitive grant fund is administered by the Education and Workforce Innovation Commission (hereafter, "the Commission") and housed administratively in the Department of Public Instruction. This work was transferred to the Department of Public Instruction in July 2017. Members appointed to the Commission include a variety of state leaders and appointments from the Governor, House of Representative or Senate. The current Commission members are included:

Name	Title	Designating or Appointing Office
Elizabeth Crabill	Chief Deputy Secretary	Designated by The Secretary of Commerce
Trey Michael	Director, Career & Technical Education, NCDPI	Designated by The State Superintendent of Public Instruction
Freebird McKinney	SBE Legislative Director	Designated by The Chair of the State Board of Education
David English, Ph.D.	Vice President of Academic Programs, Faculty and Research	Designated by The President of the University of North Carolina
Robert Witchger, Ed.D.	Director, Career & Technical Education, NC Community Colleges	Designated by The President of the North Carolina Community College System
Cortrina D. Smith	Wayne County Public Schools	Appointed by The Office of the Governor
Marshall Cherry	Roanoke Electric Cooperative	Appointed by The Office of the Governor
S. Dianne Little, Ed.D.	Catawba Valley Community College Director, Phillips Leadership Institute, Retired	Appointed by The Office of the Governor
Richard L. Purcell	Associate Manager/Education Public Consulting Group	Appointed by The Speaker of the NC House of Representatives
Craig Hagood	President/CEO House-Autry Mills, Inc	Appointed by The Speaker of the NC House of Representatives
Vacant		Appointed by The Speaker of the NC House of Representatives
Thomas Luckadoo	Vice President, Adams Commercial Real Estate Services	Appointed by The President Pro Tempore of the NC Senate
Stephen Griffin	President, Insurance People of North Carolina	Appointed by The President Pro Tempore of the NC Senate
Satish Garimella	Council Member, Town of Morrisville	Appointed by The President Pro Tempore of the NC Senate

**§ 115C-64.16. The Education and Workforce Innovation Program.**

(a) Program Establishment. – There is established the Education and Workforce Innovation Program (Program) to foster innovation in education that will lead to more students graduating career and college ready. Funds appropriated to the Program shall be used to award competitive grants to an individual school, a local school administrative unit, or a regional partnership of more than one local school administrative unit to advance comprehensive, high-quality education that equips teachers with the knowledge and skill required to succeed with all students. Before receiving a grant, applicants must meet all of the following conditions:

- (1) Form a partnership, for the purposes of the grant, with either a public or private university or a community college.
- (2) Form a partnership, for the purposes of the grant, with regional businesses and business leaders.
- (3) Demonstrate the ability to sustain innovation once grant funding ends.

Per section (d) of § 115C-64.16, Matching Private and Local Funds. – All grant applicants must match fifty percent (50%) of all State dollars. Matching funds shall not include other State funds. Matching funds may include in-kind contributions.

With that, during the application process, applicants had to provide a budget outlining how they would spend the grant funds as well as proof of the 50% match. Applicants also had to provide signed letters proving that the grant program would form a partnership with either a public or private university or college and with regional businesses and business leaders.

The vision set forth by the North Carolina General Assembly continues to strengthen and develop among the grantees. Reports from grantees demonstrate that the work undertaken is aligned with the original intention of the Program. As the Education and Workforce Innovation Program work continues, Commissioners hope to further engage state leaders in grantees' work to promote college and career readiness and to spread the learning that has resulted from this work to citizens and leaders alike.

At the inception of the Commission, the responsibility of the Education and Workforce Innovation Program grant was placed with the Governor's Office. At that time, the grant was administered to eleven total grantees; the Commission then added a twelfth grantee, as recurring for five years. FY 2018-2019 marked the final year of that five-year recurring cycle.

However, upon the combination of almost all new Commission members in August 2019, the Commission turned its focus to granting the funds to new programs that would foster innovation in education and would lead to more students graduating career and college ready. With that, the Commission reimagined the grant by voting for the grant to be a two-year grant with school years 2019-2020 and 2020-2021 considered. With that, grant applicants could apply for up to \$60,000 per grant year with a total of \$120,000 for the entirety of the grant. For the 2019-2020 and 2020-2021 school years, the EWIC Commission awarded all applicants who applied the full amount for which they applied. The total number of applicants and grantees for this grant cycle was twenty-five public school units (PSU) and individual schools with only two having applied for less than the full \$60,000 per year.

The Commission worked from December to January to update the grant and opened the grant application on January 15, 2020. After receiving twenty-two applications, the Commission voted to extend the deadline to March 27, 2020 and allow anyone who had already submitted to edit their application as well as increase awareness of the grants to garner more applications. After reviewing the applications and applying the award rubric to each one, the Commission voted to approve all applicants on April 17, 2020. Career and Technical Education staff at the NC Department of Public Instruction immediately began working with the School Allotments team of the School Business Administration division to allot the funds. Because of the new Commission members and the aforementioned timeline, the grant funds were allotted to recipients for the 2019-2020 year between April and June of 2020.

Though grant recipients reported that they were able to use the funds to work towards their grant goals, it is important to note that many of the programs were significantly impacted due to the onset of the Covid-19 pandemic beginning in March 2020.

Per section (f) of § 115C-64.16, Reporting Requirements. – No later than September 1 of each year, a grant recipient shall submit to the Commission an annual report for the preceding grant year that describes the academic progress made by the students and the implementation of program initiatives.

The scope of work for the grants for each recipient is outlined below:

### **Ashbrook High School, Gaston County Schools**

#### **\$60,000 2019-2020**

#### **Goal of Grant Program:**

The funds secured by this grant will be used to provide an iAccelerate Academy Coordinator at Ashbrook High School. The iAccelerate program will be a new magnet program offered within the school. Students accepted into this program (via lottery process) will be able to complete an associate degree and/or earn college credits through Gaston College while having access to programs offered within the comprehensive high school setting. Gaston College will offer courses to high school students via onsite instructors and virtual offerings. The grant-funded position/iAccelerate Academy Coordinator will establish a business and industry partnership via an iAccelerate business advisory council.

#### **Activities Accomplished:**

Within this period the first inaugural class of iAccelerate students has been chosen through a lottery process. The academy students consist of freshmen and sophomores from around the county. Currently fifty-five students take part of the magnet program either through the hybrid (plan B) model outlined by the NC Governor for safe school reentry or through an all-digital learning option.

An academy coordinator was hired at the beginning of August and the program has gotten off to a great start. The coordinator maintains close contact with the students and parents through physical interactions in academy classes, phone calls,

newsletters, and emails. The coordinator has and continues to work with contacts at the community college to begin implementation of student enrolment. This includes organizing testing and qualification criteria for all academy students. In addition, the coordinator has begun reaching out to the academy's partners in the community to start discussions and ideas of how to form the new advisory council.

Within the fall semester the first cohort of students will take qualification exams and required criteria outlined in the college and career promise legislation to begin their college level courses in the spring.

#### **Academic Progress Made by Students:**

The majority of academy students are enrolled in a preparatory course to help them hone their skills for their future college admissions goals. This course will help students to be more fastidious in their high school studies as well as their eventual college courses.

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### **Beaufort County Schools**

**\$60,000 2019-2020**

#### **Goal of Grant Program:**

The program will make initiatives already underway more effective by bridging gaps among multiple entities through collaboration. Bridging attitudes and actions of adults and students inside the educational system to address equity of instruction, mastery of standards, and importance of CTE in conjunction with core academic programs in preparation for college/career are core principals of Schools That Work. Innovative initiatives bridged include:

- Completion of Career and College Promise Courses (1983 in 2018-2019 including 189 CTE CCP courses in 2018-2019).
- Utilization of improvement science to prioritize areas of strength and growth to determine short-term and long-term drivers for student success through collaboration with SREB and learning cycles initiated by our Superintendent.
- Transition from middle to high school and career guidance of students into pathways in the GRADD program along with certifications and credentials recognized by industry and follow up each year to adjust career pathways for each student.
- Connection of all students to authentic and/or work-based learning experiences bridges the gap between education and workforce.

Professional learning for all teachers in every content area to make connections to careers is vital to tie core and CTE. A previous EWIF grant helped cross the art/industrial design boundary by combining CNC design with live projects and allowing students to work across curricula. An art teacher, Damon Walcott, NE TOY, added CTE licensure so he could credential students in Adobe Video. Robotics and coding have also been implemented K-12 with hopes to expand those programs to encourage design thinking and problem solving.

Funds from this project paired with others will upgrade welding labs, provide equipment for science and agriculture classes to connect curricula through careers, and design activities to spark student interest in these careers. BCCC and BCS are seeking to place instructors into high schools from BCCC to expand trades programs where those programs do not exist.

Links to the local and regional economy from the BAC sub-committee are yielding results. Made in BOCO, a branding campaign for Beaufort County, funded by a grant for the Rivers East Workforce Board will continue. The goal is to build momentum surrounding workforce that becomes a self-sustaining community wide force.

#### **Activities Accomplished:**

Due to the Covid-9 pandemic and subsequent shutdown of face to face activities and the emergency move to online schooling for the remainder of the 2019-2020 school year many of the planned activities for the spring and summer of 2020 had to be postponed or restructured. Even now during September 2020 students have not yet returned to school face to face within our district. We hope that will change in mid-October. Goals have not changed; however, expectations and implementation plans have been revised to fit the current situation as allowable. Face to face activities have been converted to online or remote activities where allowed and ways to accomplish the goals set forth in the grant have had a revised timeline from the 2019-2020 school year to be pushed into 2020-2021 for now.

#### **Academic Progress Made by Students:**

Since the school year was abruptly interrupted in Mid-March 2020 and we are currently still on remote learning for the 2020-2021 and assessments were suspended for the spring of 2020 we do not have many facts and statistics to support any conclusions.

One thing that may be reported is that all Nursing Fundamentals students were able to complete clinical hours and were eligible to sit for the state CNA exam and performance assessment.

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## **Buncombe County Schools**

**\$41,669 2019-2020**

### **Goal of Grant Program:**

The original goals and expectations for this project were:

- Increased student interest in STEM fields; specifically, those related to aerospace
- Increased student achievement in the Space Science unit taught during 6th Grade
- Increased teacher content knowledge related to Space Science
- Increased understanding by students that STEM education and Science education are important
- Increased understanding by students that preparation for the workforce must occur before entering high school

### **Activities Accomplished:**

In preparation for the grant being awarded, on Monday March 2, 2020 a training was conducted by ShareSpace Foundation staff on using the Moon and Mars Maps with 6th Grade students. This training was attended by all 6th grade science teachers in Buncombe County Schools. In addition, all of the Media Coordinators from all of the schools that have a 6th Grade, all of the Instructional Coaches that support the 6th Grade Science Teachers, and all of the Digital Learning Facilitators in Buncombe County Schools attended the all-day training. In total, 31 educators participated in this professional learning experience.

Eleven days after doing this training, our school district, like all school districts in North Carolina were closed for in-person instruction due to the COVID-19 pandemic. Because of the pandemic, no other activities related to this project were completed during the remainder of the school year or over the summer.

### **Academic Progress Made by Students:**

Grant activities have had little to no impact on academic progress made by the 6th Grade students because of the closure of schools due to the COVID-19 pandemic. We were notified that we were awarded the grant on April 30, 2020 and was therefore not able to do any activities because we were closed for in-person learning.

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## **Burke County Schools**

**\$60,000 2019-2020**

### **Goal of Grant Program:**

1. Students would get the opportunity to participate in Plasma Games' internship program.
2. Students would get access to the National Science Foundation award winning game-based learning platform Sci-Ops: Global Defense.
3. Teachers would receive access to Plasma Games' teacher portal which includes an expansive catalogue of virtual and in class activities for students.
4. Teachers would receive professional development on how to incorporate Sci-Ops and teacher resources into their curriculum.
5. Create a STEM expert inside the Sci-Ops program who graduated from an actual WPCC program. The STEM expert's intelligent resume included clickable links on where they went to school, what they studied and all the jobs they had and all to corporations they worked at with salary information. This way students can learn things like what a chemical engineer does,

where they can go to school for that, what the corporate culture is like at L'Oréal. The STEM expert's background includes how their different educational experiences and practical experience allowed them to build an exciting new technology to help the Sci-Ops team and how they are able to give back to society through special side projects they work on.

6. Host a Meet-and-Greet open to the community to foster ownership for school choice options and continued education beyond high school.

#### **Activities Accomplished:**

Three Burke County students received positions as summer interns with Plasma Games. Interns received hands-on experience with marketing, research, product design, software testing, social media, and more while working alongside Plasma Games' team of experts. Each week students had a project assignment which they received guidance on throughout the week from an expert in the field and then at the end of the week each student would share their work. The student that displayed the best work would receive a star inter badge and a \$10 gift certificate to the place of their choice. Projects included designing an educational game mechanic tied to North Carolina's STEM curriculum, applying their educational game mechanic to make the most fun level, design the best social media posts with relevant hashtags, conduct market research, and more. Students were also able to shadow the CEO of Plasma Games and listen in on conversations around financial models, strategy, customer service, and all other aspects of business.

All middle school, high school chemistry, and high school physical science students in Burke County were given access to Sci-Ops Global Defense. 113 students were able to use Sci-Ops as a high-quality instruction option which was tremendously valuable during this crazy transition to virtual learning.

Thirteen teachers received professional development training on Sci-Ops: Global Defense and access to the teacher implementation resources.

A female STEM expert that students save in the game was given a STEM career background that included a AAS degree in Mechanical Engineering Technology from Western Piedmont Community College and Material Science Engineering at North Carolina A&T before getting a career as an R&D chemist and eventually becoming a VP Innovative Projects.

#### **Academic Progress Made by Students:**

Sci-Ops: Global Defense was proven by NCSU researchers to significantly improve student's motivation, confidence, and learning in chemistry and STEM for all genders, races, and socioeconomic status in a previous study. There was a 19% increase in correct answers on EOC test questions on average. Due to timing restrictions and COVID it was not possible to conduct any research, however it is safe to assume that the students were positively impacted. Especially since the alternative learning methods at the beginning of COVID were almost nonexistent since teachers were scrambling to learn Zoom and the basics of virtual instruction. It was very beneficial to have instant quality instructional materials that could be used during this time.

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### **Charlotte-Mecklenburg Schools**

**\$60,000 2019-2020**

#### **Goal of Grant Program:**

Target students to opt into the Software Development or Web App Development CTE Pathway by leveraging industry partners to validate or add industry aligned standards, leverage industry partners to build career ready portfolio of capstone/lab-experiences, leverage industry partners to scaffold usage of Trello or Jira, and build career awareness through tech industry speakers, field trips, competitions, internships and portfolio reviews. Target teachers for the Software Development or Web App Development CTE Pathway by the following: leverage industry partners to build teacher instructional capacity through externships, in-class mentoring and professional development, leverage industry partners collaborate with teachers to develop student career ready portfolios of capstone/lab-experiences, leverage industry partners to collaborate with teachers on how to best integrate Trello or Jira, encourage teachers to build a career awareness continuum and partnership through tech industry speakers, field trips, competitions, internships and portfolio reviews. Lastly, engage industry partners and parents of students in the Software Development or Web App Development CTE Pathway and middle school technology courses.

#### **Activities Accomplished:**



Minimal activity has been accomplished due to the move to remote status and delay in receiving funding from the state until June. We are excited about the positive feedback on the few activities we have been able to implement.

- April 29th - Alignment and feedback meeting with all industry partners to review process of aligning curriculum with industry. In attendance were representatives from: BSI Solutions, Bank of America, Red Ventures, Lowe's, Avid Xchange, Johnson C. Smith University, Duke Energy and Central Piedmont Community College
- Bi-weekly meetings were held between CTE and BSI Solutions to exam curriculum and test for alignment, this is still in process. Early indications show alignment with Software Development pathway with the exception of the language.
- June 24th - Initial meeting/presentation with nine technology teachers to introduce the intent of the project and illicit their participation. Currently four teachers have expressed interest and initial meetings have been held with two.

**Academic Progress Made by Students:**

CMS refers to the activities accomplished section and states that the project will begin during the Fall of 2020.

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**Cherokee County Schools**

**\$60,000 2019-2020**

**Goal of Grant Program:**

Attract Cherokee County high school students to the following programs: TCCC Machining, TCCC Electrical, TCCC HVAC, TCCC Mechatronics; Purchase essential equipment for Machining, Electrical, HVAC, and/or Mechatronics programs; Provide transportation for high school students to attend Machining, Electrical, HVAC and/or Mechatronics classes; and conduct select Machining, Electrical, HVAC and/or Mechatronic classes inside local high schools.

**Activities Accomplished:**

No grant funds have been expended. Due to Covid-19, we have delayed the implementation of our marketing activity. Projected implementation of classes will be Spring 2021.

**Academic Progress Made by Students:**

No grant funds have been expended. Due to Covid-19, meaningful outcomes such as class enrollment, pathway participation, related employment and NIMS certification data are projected to be available Summer 2021.

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**Davidson County Schools**

**\$60,000 2019-2020**

**Goal of Grant Program:**

In 2012 Yadkin Valley Regional Career Academy opened as a bold, multi-district economic development initiative. The Academy's vision re-invents high school around students' career interests, a rigorous STEM curriculum integrated with relevant work and community experiences, and innovative uses of technology. The initial goal of the school was to become a regional training source for Project Based Learning. Other initial goals of the school were to develop an "open-source" web-based resource bank with tools and curriculum, to develop blended online resources, to establish a competency-based credit model for high school and college, adding resources to the school's website, and to support a statewide network of project-based learning schools in collaboration with NC New Schools.

**Activities Accomplished:**

\*The full implementation of our Project Based Learning (PBL) and STEM focus

\*Funding for summer employment for PBL product development and STEM activities

\*Intensive coaching support for teachers and school leaders through RTI coaching services

\*Developing learning strategies that support school to career themes through PBL and STEM

\*Providing (10 teachers and 1 counselor) extended summer employment to create a virtual new student orientation and to create a seminar course designed to enhance students' academic as well as social and emotional learning

\*Providing support and facilitation for the application process for the STEM School of Distinction which we received model status. We are currently 1 of 33 schools with STEM certification in the state of North Carolina (only 16 are model status).

#### **Academic Progress Made by Students:**

YVRCA consistently reflects upon its support systems for students and curriculum pathways. This past year the school continued the use of PBL as an instructional approach to prepare students for STEM skill set. The PBL coach works closely with classroom teachers to support students who are struggling academically. In addition, the staff works closely with the community college liaison to identify struggling students in their career curriculum pathways. By using academic alerts, we ensure that struggling students receive the tutoring they need. These efforts have led to maintaining overall student performance. During the 2019-20 school year, YVRCA students achieved 74% passing in their college classes. It is important to note that during the complete quarter 4 of both high school and college classes, all students at Yadkin Valley Regional Career Academy worked remotely from home, due to COVID-19.

All school personnel and resources continue to be focused on improving core instruction for students. As of 2018-2019 school year, YVRCA ranked second in the district for English 2 GLP with an 87.2% and ranked second in the district for Biology GLP with a 66.7% proficiency. In addition, the school ranked first in the district in CTE post-assessments during the 2018-19 school year. YVRCA achieved a school performance grade of an "A" during the 2016-17 and 2017-18 school year.

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#### **GLOW Academy**

**\$60,000 2019-2020**

#### **Goal of Grant Program:**

"Early Risers" is an initiative housed within the GLOW Academy's College Bound Program. "Early Risers" is designed to help academically ready students emerge into a STEM-based, technical college program starting their freshman year of high school. Our high school has a unique partnership with Cape Fear Community College that allows our Early Risers to begin specialty technical programs starting in the fall of their freshman year. Course offerings include marine technology, sustainable technology, mechatronics engineering, and architectural technology. Critical to our mission at GLOW is providing our students with early exposure to college experiences. We know that students are far more successful their first year in college when they have early college experience. Our Early Risers will have the opportunity to work towards an associate degree, technical certificate, or technical diploma. Some will enter their official first year of college after high school graduation with a two-year degree, and some may complete more. The first cohort of students will begin in fall of 2020, with approximately 25% of GLOW ninth grade students already being accepted into the program. GLOW Academy is the only high school in the area that will be participating in this program. Students will only participate in classes during Tuesday and Thursday but will transition to a community business partner the other days of the week to shadow in a similar field of study or in a different field if of interest to them. Our first business partner is Live Oak Bank with hopes to expand to several similar located businesses to include LS3P architectures firm, the local hospital New Hanover Regional Medical Center and others. While at these sites' students will participate in administrative tasks in addition to shadowing and hands on experiences. Our hope is that GLOW girls will see themselves in innovative workplaces and rejoin our community upon college graduation in these fields.

#### **Activities Accomplished:**

This semester GLOW has seventeen GLOW girls enrolled in the "Early Risers" program with Cape Fear Community College (CFCC). All seventeen students are participating in CIS11-Introduction to Computers. "This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. (CFCC, 2020). This course is the foundational course for the Business Administration certificate at CFCC.

#### **Academic Progress Made by Students:**

The seventeen GLOW girls who are participant in the "Early Risers" programming are exceling with their coursework. Below are statistics reflective of their current academic achievement in their class:

-100% of GLOW girls in CIS11- have above an 85% in their coursework

-88% of GLOW girls in CIS11- have above a 90% (A) in their coursework

-Two GLOW girls have a 100% in CIS11

-41% have shown growth since first grade check in

-35% have shown no growth or decline since first grade check-in

-24% have shown decline since first grade check in

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### **Halifax County Schools**

**\$60,000 2019-2020**

#### **Goal of Grant Program:**

The primary goal for the activity is to integrate successful innovative programs that will lead to more students graduating career and college ready. These programs must combine academic rigor and skills development. Ambitious plans will include accelerated strategies in five core areas: 1) Align public schools with business and industry and colleges/universities. 2) Provide greater choice for parents/guardians among high quality education options. 3) Enhance teacher and principal effectiveness. 4) Ensure all students possess job-ready skills. 5) Leverage technology to drive both student and teacher learning.

#### **Activities Accomplished:**

When asked about the activities accomplished, the PSU responded, "I am not aware of any funds been used."

#### **Academic Progress Made by Students:**

When asked about the activities accomplished, the PSU responded, "I am not aware of any funds been used."

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### **Henderson County Public Schools**

**\$60,000 2019-2020**

#### **Goal of Grant Program:**

- Project CAST - Creating Awareness in Skilled Trades will bring innovation in two significant ways to Henderson County students. (1) For the first time ever in Henderson County, high school students will have the opportunity to earn credits toward graduation for CTE CCP pathway courses taken at Blue Ridge Community College. (2) Also, for the first time, all Henderson County students will have the opportunity to take courses in HYAC (Heating, Ventilation, and Air Conditioning), Electrical, Plumbing and Masonry. Currently, only one of those pathways, masonry, is offered and it is only offered in one of Henderson County's four traditional high schools. HYAC, Electrical, and Plumbing have never been offered to Henderson County high school students.

- Courses in the skilled trades areas are often the most expensive programs to implement and maintain. For that reason, the opportunity to partner with Blue Ridge Community College and industry partners and share our resources will open doors for our students that have not been available. This opportunity will lead to career opportunities for our students. Our industry partners continue to tell us they have a difficult time filling these positions.

- Project CAST- Creating Awareness in Skilled Trades is an innovative program that will prepare students for postsecondary coursework by providing them with the required core academic skills in read in g, writing and math as well as the technical skills needed for on- the-job success. According to the NC STAR Jobs Report, these skilled trades areas are considered high-wage

and high-growth for the region and state. Project CAST will seek to train future electricians, plumbers, masons, and HYAC (heating, ventilation, and air conditioning) workers to fill the needs of local, regional, and state employers who are currently unable to fill these positions. The STAR report maintains that median annual salaries for these positions range from \$39,500 to \$43,140.

- Funds from this grant will afford students the opportunity to take the skilled trades

recognized industry certifications such as NCCER, North Carolina State Building Inspector , Level 1, North Carolina State Home Inspector, National Electrical Code for Electrical Inspection (NEC) or NFPA 70, North Carolina State Plumbing Inspector, Level 1 only, EPA Section 608 Refrigerant Certification, EPA HVAC Service and Repair Certification, Type 1, 2, 3 and Universal , North American Technician Excellence (NATE) for HYAC and OSHA 10.

### **Activities Accomplished:**

We have met twice with community college partners to discuss plans for implementation. Beginning steps have included purchase of mortar mixer to support masonry program.

Additionally, masonry textbooks have been purchased. Additional plans include expenditures as follows:

- (1) to provide teacher professional development including travel and per diem expenses as well as a stipend during summer events (\$7,000)
- (2) supplies and materials for classroom use such as basic hand tools, wire, mortar, refrigerant, pipe sealant and PVC (\$32,000)
- (3) student and teacher credentialing preparation and assessment (\$10,000)
- (4) marketing materials for students, parents, and prospective industry partners (\$5,000)
- (5) online instructional resources such as Virtual Job Shadowing. (\$6,000)

### **Academic Progress Made by Students:**

When funds were allocated last spring, May 21, 2020, we had already transitioned to online learning for all students. End of course assessments were suspended as well as other measures to determine overall student achievement. However, we plan to measure as follows:

- The most crucial metric to determine success of Project CAST is the feedback from the advisory board and employers. If they hire the graduates of this program and are pleased with their work, that is the greatest measure of success. Surveys will be administered in spring of each year to determine satisfaction of employers. Additionally, surveys will be administered to students who complete the Career and College Promise pathway program to determine their satisfaction with the program and support that was provided to them throughout the program.
- Additionally, regional and state Star Jobs Report information will be monitored to determine that this continues to be a viable career opportunity for students. Currently, Project CAST programs are considered high-growth, high-demand career options for this region and employment trends indicate they will continue to be so.
- Student enrollment will be monitored to ensure the program participants /graduates are meeting the demand of the local workforce.
- Marketing strategies such as Virtual Meetings for parents/students, classroom presentations in the local high schools, and other awareness events will be monitored.
- Work based opportunities that are taken advantage of such as shadowing, field trips, internships, and apprenticeships will be tracked.
- Credentials /certifications earned by students who participate in Project CAST will be monitored
- Instructors will be interviewed to determine if they have the supplies and materials to be most effective. Additionally, they will be provided with professional development opportunities to keep them on the cutting edge of their specific career areas. Students can only be as effective as their instructors.

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## Johnston County Public Schools

**\$60,000 2019-2020**

### **Goal of Grant Program:**

JCPS set both quantitative and qualitative goals for the JoCo Teach initiative. Prospective teachers have the opportunity to participate in a 2x2x2 program where they spend two years taking high school courses, two years taking courses to earn an associate degree through Johnston Community College, and two additional years at North Carolina State University completing a Bachelor's Degree. JoCo Teach is also rich with relevant experiences, including annual field trips; internships; and elementary, middle, and high school exposure. Measured in numbers, the program was designed for a cohort of 20 participants per year. JCPS can measure progress in terms of how many students graduate, the certification rate, and the number of participants who actually enter the profession. More importantly, JCPS can gauge the qualitative impact, observing candidates who are eager to enter the teaching profession. The impact they have as they return to our classrooms, no longer as secondary students, but as college graduates and teachers, will be immeasurable, not merely quantified by numbers.

### **Activities Accomplished:**

We did not receive the grant funds until the last 30 days of the fiscal year and were unable to spend it in such a short time frame. Therefore, we are unable to speak to the activity of the grant funds. We can speak to impact of the program which was implemented this year. (B) As a result of COVID, every aspect of our program is currently digital. The purchase of computers allows and ensures that the JoCo Teach students can participate in lessons on human growth and development, lesson planning, and grade-level teaching; Additionally, students have participated in virtual observations and meetings with NC State and JCC liaisons. (C) As a result of the grant, advertisement, and recruitment, the JoCo Teach program has grown from 11 students in year one to 32 students in year two (with 20 new freshmen and two new sophomores).

### **Academic Progress Made by Students:**

As previously mentioned, COVID has impacted our ability to provide the activities outlined in the grant. (B) In addition, we did not receive grant funds until May of 2020. Purchasing deadlines in our district are in April and the added barrier of schools being closed to deliveries did not allow us to order

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## Lexington City Schools

**\$60,000 2019-2020**

### **Goal of Grant Program:**

- Increasing awareness and knowledge of the following career pathways: Advanced Manufacturing, Cybersecurity, and Health Science
- Recruitment of students to enter identified pathways
- Increase in students completing identified pathways
- Increase in students earning certifications in identified pathways

### **Activities Accomplished:**

The newly hired Career Development Coordinator (CDC) has begun outreach with students regarding two of the pathways – Health Science and Cyber Security. The CDC has engaged students with guest speakers from these fields and assisted students acquiring information about these programs through the community college. In addition, the CDC has assisted students with enrolling in courses at the community college. The CDC will incorporate the focus of Advanced Manufacturing during the month of October for "Advanced Manufacturing Month." Lastly, the CDC has begun surveying students in order to gauge their career interests and perceptions of the focus pathways.

### **Academic Progress Made by Students:**

The CDC has planned and scheduled virtual career engagement sessions with students focused on the identified pathways. Students have had the opportunity to hear directly from industry experts and ask questions.

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### **Lincoln County Schools**

**\$60,000 2019-2020**

#### **Goal of Grant Program:**

- a. Implementation of MajorClarity career exploration, career awareness and college preparation in a middle and high schools
- b. Expansion of career- and college-related field trips for students
- c. Expansion of career- and college-related professional development trips for teachers
- d. Continue the College and Career Readiness presentation using EdgeFactor with Gaston College

#### **Activities Accomplished:**

Activities requiring these grant funds have not been accomplished to date.

#### **Academic Progress Made by Students:**

MajorClarity wasn't implemented in the schools until September 2020 and due to Plan B and COVID, we haven't had a full implementation that could have impacted academic progress

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### **McDowell County Schools**

**\$60,000 2019-2020**

#### **Goal of Grant Program:**

- Extend and expand students' knowledge and skills to prepare and align the high school's engineering pathway by connecting the learning to middle school.
- CTE updates course offerings at the middle and high school level to meet local education and economic needs
- Make sure current pathway programs of study align to industry demand
- Emerging occupations will be identified and have plans in place to implement programs and activity offerings to students
- Have industry stakeholders identify skills that are lacking and implement new programs/activities to address the deficiencies identified
- Continue to create and develop partnerships with additional McDowell County business/industry
- Continue to create and develop partnerships with other surrounding community colleges

#### **Activities Accomplished:**

- An engineering teacher has been hired for the three middle schools.
- August 2020 – December 2020 – West McDowell Middle School and Foothills Community School
- January 2021 – June 2021 – East McDowell Middle School • Additional engineering modules have been ordered from Paxton Patterson

#### **Academic Progress Made by Students:**

Instead of selecting 200 students receiving in-depth information and experiences in robotics and engineering, all students have the opportunity to interact with Mr. McManus, our engineering teacher. Students at FCS and WMMS have been learning to code, which supports the mathematical objectives of math in the real world, understanding expressions and equations, and informational text. At this point in the year, we have only seen students in a face to face environment twice, so little data has

been accumulated that can elaborate on the academic progress and student achievement. The awareness and the introduction to engineering and robotics have built interest. They are referred to in the content area classrooms when discussing big ideas, allowing them to tie their knowledge back to an experience, creating a deeper understanding of the academic content and skills needed for real-world careers.

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## **Mount Airy City Schools**

**\$60,000 2019-2020**

### **Goal of Grant Program:**

Mount Airy City Schools (MACS) aims to prioritize the public safety pathway at the post-secondary level with a redesigned and highly collaborative and strategic partnership! With local public safety business partners. This will support increased career and college readiness for our secondary students through the SAFER Surry (School of Advocacy, Fire and Emergency Response) project.

The SAFER Surry project will use funds to hire a half-time SAFER Surry Coordinator position. This role will serve as a strategic liaison between all project partners, including Mount Airy City Schools, Surry Community College, Mount Airy Police and Fire Departments and Surry County Emergency Medical Services. The coordinator will work!

Within Mount Airy High School to have immediate access to secondary students and close proximity to Mount Airy Middle School students. The coordinator will be responsible for working closely with Surry Community College and the (candace holder) to develop an ongoing program of action for the SAFER Surry project. Strategic and collaborative efforts between MACS and SCC will better support utilization of community college resources to graduate with employable skills, workplace credentials and/or college credit.

The SAFER Surry project will strive to develop a stronger partnership between K-12, post-secondary and business partners, which prioritizes consistent communication around (a) job-ready or essential skills, (b) course pathways and (c) plan support. The funds from the EIWF grant will provide Mount Airy City Schools with a part-time SAFER Surry (Public safety) Coordinator. This role will prioritize the following components of the project: (a) direct student-teacher (coordinator) support, (b) identification of students interested in public safety, (c) alignment of work-based learning experiences for students in high school, (d) coordination of all field trips for both students and educators of Mount Airy City Schools and Surry Community College, (e) serve as a liaison between families and school (both K-12 and higher education) to promote higher education opportunities, (f) serve as a liaison between school and public safety partners (Mount Airy Police and Fire Department and Surry County Emergency Medical Services) to better serve the local workforce and (g) increase educators' understanding of the workforce needs with a focus on public safety careers. The SAFER Surry project will provide funding for all participants in need of textbooks and materials needed to complete any college level coursework

### **Activities Accomplished:**

Due to COVID-19 and school closures, we were unable to complete the hiring process during the summer, prior to our school return. Our team highly prioritized the need to hire a highly qualified individual for the role for the SAFER Surry Project Coordinator for this grant. This took longer than usual and when we were able to hire our selected candidate, they were then held for 60 days in their current role. The new hire will begin work in October 2020 upon their official release date from their prior employer. The school counselor and current career development coordinator have been well-informed of the grant's goals and objectives. They will work collaboratively with the new SAFER Surry Project Coordinator to hit the ground running when they report to their new role.

### **Academic Progress Made by Students:**

Due to COVID-19, we were unable to hire the new SAFER Surry Project Coordinator prior to the start of the school year. Therefore, at this point, the project has not begun to impact our students academically. The new SAFER Surry Project Coordinator will begin their work October 12, 2020.

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## **Purnell Swett High School, Public Schools of Robeson County**

**\$60,000 2019-2020**

**Goal of Grant Program:**

The original goal and expectation supported by this grant is the continuation of the Jobs for North Carolina's Graduates (JNCG) program at Purnell Swett High School. As will be noted in each answer, the program has not been implemented yet since schools have been closed since March.

**Activities Accomplished:**

Grant funds have not been received nor expended as schools have not been open.

**Academic Progress Made by Students:**

The school did not provide an answer to this question during local reporting but stated the following. "We will implement grant activities when grant funds are received."

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**Roanoke Rapids Graded School District****\$60,000 2019-2020****Goal of Grant Program:**

RRGSD works to meet our overall goal of ensuring all students will become responsible, respectful global citizens through personalized learning opportunities that prepare them for success. In this program, we focus on the following objectives:

- broaden pathways to high school graduation that include CTE postsecondary credentials;
- build a CTE Center and expand learning spaces at RRHS;
- increase CTE pathways and courses offered on-site; and
- prepare more graduates for high-growth careers in Halifax County, NC, thereby increasing the probability of graduates' acquisition of a career that enables them to be economically stable and choose to remain in our community.

Baseline data on postsecondary placement, nontraditional program enrollment, program quality-attained recognized postsecondary credential, and program quality comes from the 2018-19 school year.

- Postsecondary placement is the positive placement of CTE concentrators from the previous reporting year who in the second quarter after exiting education reported positive placement in advanced training, military service, national or community service, Peace Corps, employment, or postsecondary education. Baseline data is 92.1%.
- Nontraditional program enrollment is CTE concentrators who are enrolled in a concentrator or major level course along pathways designated as nontraditional for the student's gender. Baseline data is 27.1%
- Program quality-attained recognized postsecondary credential is CTE concentrators from the four-year cohort graduation rate who met a recognized postsecondary credential aligned to a pathway anytime over their four years of high school. Baseline data is 10.7%.
- Program quality is CTE participants in grades 9-12 who met proficiency on assessments that only offer an assessment as proof of learning for the course. Baseline data is 47.9%.

The RRGSD Grant Outcome Measurement Work Group will measure the effectiveness of the CTE Expansion program in meeting benchmark goal measurements each year as we work toward the overall goal.

**Activities Accomplished:**

Due to the COVID-19 epidemic, RRGSD has had to focus on shifting all teaching and learning from in-person to virtual, and RRGSD is currently working hard to return teaching and learning from virtual to in-person safely. Consequently, at this point, we have not been able to begin Year 1 implementation as originally planned. RRGSD plans to move forward during the 2020-21



school year with Year 1 activities as originally planned. We have appropriated the total local match for both Year 1 and Year 2 from our fund balance. There have been no changes to planned activities so far.

### **Academic Progress Made by Students:**

Due to the COVID-19 epidemic, RRGSD has had to focus on shifting all teaching and learning from in-person to virtual, and RRGSD is currently working hard to return teaching and learning from virtual to in-person safely. Consequently, at this point, we have not been able to begin Year 1 implementation as originally planned. RRGSD plans to move forward during the 2020-21 school year with Year 1 activities as originally planned. We have appropriated the total local match for both Year 1 and Year 2 from our fund balance. There have been no changes to planned activities so far. Due to the COVID-19 epidemic, NCDPI cancelled End of Course tests and CTE Post-Assessments for the 2019-20 school year; therefore, RRGSD does not have any testing or accountability information that is different from that which was included in our approved application.

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## **Rockingham County Schools**

**\$60,000 2019-2020**

### **Goal of Grant Program:**

Goal #1: 100% of Creative Design and Arts Academy (CDAA) students will produce a portfolio of work. Work will be critiqued by members of the Business, Design and Arts community.

Goal #2 At least 12 students will successfully start a business prior to graduating from high school each year.

Goal #3 100% of CDAA students will take part in an internship and/or community enriching advanced study prior to graduating.

Goal #4 100% of CDAA students will collaborate on a project with a member of the local arts community before graduating from high school.

Goal #5 95% of 8th grade students within the district will complete a career cluster assessment.

Goal #6 95% of 7th grade students within the district will complete an interest inventory.

Goal #7 100% of CDAA students will produce a digital portfolio that will be critiqued by CDAA staff members as well as members of the design or arts community. •

Goal #8 100% of CDAA students will have access to cutting edge design technology and software.

Goal #9 At least 8 students will obtain a Machining Certificate from RCC annually.

Goal #10 90% of CDAA students will achieve a 2.8 GPA or better at RHS by the end of their 10th grade year. The 2.8 GPA opens the door for students to obtain free tuition from RCC as a result of an existing Reidsville Area Foundation Grant. The 2.8 GPA opens the door to all CCP course opportunities. The 2.8 GPA also makes each student eligible for a Rockingham Apprenticeship and Technical Opportunities Partnership (RockATOP) apprenticeship.

Goal # 11 Increase the number of students participating in CDAA by 50% by the end of 2023.

### **Activities Accomplished:**

We created an entrepreneurship cohort of RHS students. Grant funds were utilized to pay for entrepreneurship teacher to take the ICE House Training in preparation for providing entrepreneurship students with the ICE House Curriculum. This was planned in conjunction with the Rockingham Economic Development Board. Instruction is set to begin in October. We have utilized grant funding to contract a retired Rockingham County Schools employer to administer career cluster assessments for all 8th grade students and an interest inventory for all 7th grade students. The contracted employee is currently working on a schedule to administer these assessments beginning in November 2020. Requirements for the CDAA have been codified and expectations will be published and established by Lead CDAA advisor. Requirements include portfolio expectation and advanced study and/or internship expectation. All CDAA students will be expected to collaborate with mentors and members of the arts community as they develop their portfolios and engage in internships. The newly renovated machining lab was officially opened on September 16, 2020. The lab includes five milling machines and five lathes funded by the Golden Leaf Foundation.

This will allow RHS students the opportunity to obtain a 15hr credit hour certificate in the RCC machining program. We have a total of seven students enrolled in machining classes this semester (Fall 2020). Lead CDAA has been granted PowerSchool rights to access all CDAA students' 9-week grades. CDAA Lead teacher will review grades each grading period to help students stay on track with at least a 2.8 GPA. We have increased the number of CDAA students by 225% for the current school year as compared to the 2019-20 cohort group.

**Academic Progress Made by Students:**

We do not have any data regarding student progress at this time. Our first grading period ends on October 25th. We have provided the Lead CDAA teacher with the Power School rights to review all CDAA student grades. Even at that point it would be difficult to draw any meaningful conclusions regarding the impact of the program given minimal access that we have had to our students as a result of the COVID crisis. As reported above we have increased the number of CDAA students from a total of eight 10th grade students (accepted as 9th graders in 2019-20) to a total of 18 current 9th graders accepted for the 2020-21 school year. This represents an increase a 225% increase from last school year.

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**Rutherford County Schools**

**\$60,000 2019-2020**

**Goal of Grant Program:**

Through initial conception and original design of the project supported by this grant, Rutherford County Schools sought to ensure that every graduate is prepared for career and college success by transforming its secondary schools. The school district intends to substantially enhance its graduates' readiness for postsecondary success through multiple transformational strategies. First, it seeks to infuse rigorous, standards-aligned instruction throughout core curricula in middle and high school courses. Second, it seeks to create and sustain engaging, innovative high school curriculum concentration pathways that are aligned to career and college opportunities and meaningfully informed by the input of business, industry, and community college partners. Third, it seeks to scale up evidence-based early college design principles already in place at Rutherford Early College High School so that they likewise shape and influence success within its traditional high schools. Fourth, it seeks to leverage agency partnerships with the Robert and Janice McNair Educational Foundation, Isothermal Community College, and 450 constituent members of the Rutherford County Chamber of Commerce to ensure the seamless, strategic integration of mutual interests, capacities, and services that benefit the students, community, workforce, and economy of Rutherford County

**Activities Accomplished:**

During the project's sixth year, activities were focused in one area – continuing development and articulation of five-year high school-to-college course sequences in collaboration with the school district's postsecondary partner, Isothermal Community College. Throughout the year, students at high schools within the district enrolled in courses articulated in five-year course sequences developed in collaboration with the school district's postsecondary partner in its EWIF project. School district leaders continued their meetings with leaders at Isothermal Community College to support development, articulation, and implementation of those course sequences. Those efforts continue to prove complex given the need to negotiate interconnected student eligibility requirements, institutional prerequisites, and other regulatory considerations. Nevertheless, the work group has completed and published numerous course sequences that organize programs of study in ways that allow greater numbers of students to graduate from high school with entry level workforce credentials that they may upgrade through only one additional year of community college study. The district's high schools used those course sequences to counsel students during academic advising and registration sessions. Copies of those course sequences are available upon request. In addition, bus transportation to Isothermal Community College was provided for students participating in the college's iTech Academy, an engineering and technology course sequence specifically designed for our high school juniors and seniors.

**Academic Progress Made by Students:**

For the 2019-20 school year, 424 of our traditional high school students completed 1748 Isothermal Community College courses. Twelve students from our traditional high schools earned associate degrees, and, in addition, thirty-eight CCP pathway credentials were earned.

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**Surry County Schools**

**\$60,000 2019-2020**

**Goal of Grant Program:**

This project will be a catalyst in rural Surry County for connecting economic development, workforce preparedness, and education. The innovation our program brings is that the classroom is no longer brick and mortar and four walls. The classroom is a connection for students to teachers, workforce mentors, college courses, work-based learning opportunities, and flexibility beyond the traditional high school student day.

We believe the next generation high school does not have one classroom– but has multiple venues that are seen as the classroom: virtual learning opportunities to complete high school courses required for graduation; virtual learning opportunities for college courses; face-to-face training at the community college on Human Resource Development skills such as public speaking, Microsoft Office, finance, job-seeking skills, LEAN & DISC Personality assessment; and on-the-job opportunities for learning and honing skills. The traditional high school classroom will not be what we want for the students as selected interns in this program. Students will combine high school course work, work-based learning, and college- and career-ready credentials to graduate from high school with much more than a high school diploma.

In order to accomplish this work, the project will include flexible scheduling and online courses for high school students. This flexible scheduling is necessary for students to have opportunities to earn high school credits, to gain the workforce training necessary to be prepared for their career (work-based learning internships or apprenticeships that are multiple hours per day or multiple days per week), and to enroll in technical courses at the college that will enable them to be certified or credentialed for their career. The flexible scheduling and online courses will be provided for high school juniors enrolled in a career academy or pathway allowing them opportunity to maximize their time and not be limited to the traditional required seat time required to earn high school credits for graduation.

This program proposes to place students in extended internships that lead to employment. These will be paid internships through grant funding. Each student selected will earn an internship stipend, a travel stipend, and all of their courses and textbooks will be paid for. We will eliminate any challenge or barrier for any student in this program.

**Activities Accomplished:**

- Intern Training dates have been planned and will be implemented during Fall 2020 semester. Topics include: Team Building, Internship Information, Time Management, Human Resource Development Skills (Worth Ethic, Employer Expectations, Communication, Problem Solving,) OSHA 10 General Industry, Public Speaking, Microsoft Outlook, Microsoft Excel, DISC Assessment, Lean Intro., Resume Building, Personal Finance, and Job Search Tools
- Interns have been placed in positions for the Fall 2020 semester.
- We have not spent any money at this time. Travel and Stipends will be dispersed October 2020.

**Academic Progress Made by Students:**

Spring 2020 Next Generation Career Academy Interns: 17 interns (45%) continued working at their internship either part-time or full-time. This number was exceptionally high due to COVID-19 ending the internship experience in March 2020. All 17 of these interns graduated with a high school diploma + college credits &/or credentials.

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**Wake County Public School System****\$60,000 2019-2020****Goal of Grant Program:**

The purpose of the Wake County Public School System's Education and Workforce Innovation Fund grant is to focus on building the capacity and efficacy for WCPSS students to pursue STEM careers after graduation. Our goals are to address this challenge in three ways: A) Develop and provide engaging, relevant, and rigorous curricular materials aligned to Chemistry STEM pathways B) Help students to see a variety of STEM careers and engage with a diverse population of scientists and engineers C) Develop community partnerships and internship/apprenticeship opportunities for WCPSS students in STEM careers while they are still in high school.

Grant activities were expected to include: 1. Students would get the opportunity to participate in Plasma Games' internship program. 2. Students would get access to the National Science Foundation award winning game-based learning platform Sci-Ops: Global Defense. 3. Teachers would receive access to Plasma Games' teacher portal which includes an expansive

catalogue of virtual and in class activities for students. 4. Teachers would receive professional development on how to incorporate Sci-Ops and teacher resources into their curriculum. 5. Create a STEM expert inside the Sci-Ops program who graduated from an actual WPCP program. The STEM expert's intelligent resume includes clickable links on where they went to school, what they studied and all the jobs they had and all to corporations they worked at with salary information. This way students can learn things like what a chemical engineer actually does, where they can go to school for that, what the corporate culture is like at L'Oréal. The STEM expert's background includes how their different educational experiences and practical experience allowed them to build an exciting new technology to help the Sci-Ops team and how they are able to give back to society through special side projects they work on. 6. Host a STEM Night open to the community to foster ownership for school choice options and continued education beyond high school. 7. Add Plasma Games CEO as a representative on Vernon Malone's board of advisors.

### **Activities Accomplished:**

WCPSS has not yet expended any grant funds for this project. However, the following activities have been accomplished:

- Plasma Games CEO joined and started meeting with the Simulation and Game Design Advisory Board at Vernon Malone CCA. Plasma Games hosted one intern over the summer for WCPSS.
- Plasma Games trained 192 WCPSS science teachers on Sci-Ops: Global Defense game. Teachers are required to attend the 2-hour training to get access to the student licenses for the games. The training is on-going and there are plans to train more WCPSS teachers in January before the start of the 2nd semester.
- All middle school, high school chemistry, and high school physical science students in Wake County were given access to Sci-Ops Global Defense, and 4048 students were able to use it as a high-quality instruction option.
- A plan has been developed to establish a committee of WCPSS MS teacher consultants who will review grade level curriculum materials in Jan/February, integrate the course materials into their MS science courses from Mar-June and then provide feedback on the materials to improve and refine them for future WCPSS use. The goal is to have a full MS curriculum for the physical science strand, including all teacher materials, student facing documents, STEM career investigations and activities developed by the end of June 2021. These materials will have both digital and face-to-face instructional options for teachers.
- High school teachers will be contracted to begin work on the units for HS Chemistry and HS Physical Science. We are refining the description for the scope of work for these contracts but hope to have HS teacher consultants and developers in place by January 2021.
- Plasma Games began collaborating with Wake Tech CC to develop STEM career profiles based on their scientists and pathways to be included in the game play.

### **Academic Progress Made by Students:**

The activities that have occurred thus far primarily have been planning and training. We do not yet have data to report about academic progress by students. That said, Sci-Ops: Global Defense has been proven by NCSU researchers to significantly improve student motivation, confidence, and learning in chemistry and STEM for all genders, races, and socioeconomic status in a previous study. There was a 19% increase in correct answers on EOC test questions on average. Due to timing restrictions and COVID it was not possible to conduct any research to date. However, we believe that the students benefited since the alternative learning methods at the beginning of COVID were limited. Teachers have been working to learn how to provide online instruction and adjust to a virtual environment. Sci-Ops: Global Defense provided instant quality instructional materials that could be used during this time.

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### **Wallace-Rose Hill High School, Duplin County Schools**

**\$60,000 2019-2020**

#### **Goal of Grant Program:**

The original goal of this activity was to provide staffing necessary for the implementation of the Jobs for North Carolina Graduates (JNCG) program for students at Wallace-Rose Hill High School students. The JNCG program creates business, industry, and education partnerships committing to achieving the mission to ensure that at-risk high school students remain in high school, attain employability skills through classroom and work-based learning experiences during high school, graduate, and receive twelve months of follow-up services from a JNCG specialist. Through the JNCG program, students will receive classroom instruction from the JNCG specialist, experience opportunities to develop, practice, and refine their leadership and teamwork skills, and receive support for their high school and post-secondary academic pursuits.

**Activities Accomplished:**

The 2019-20 school year was a planning year for the grant activities. No funds were expended during this period.

**Academic Progress Made by Students:**

The 2019-20 school year was a planning year for the grant activities. Data on student impact will be collected beginning in the 2020-21 school year

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**Warren County Schools****\$60,000 2019-2020****Goal of Grant Program:**

The Warren County Schools' "Work to Succeed" program will provide students with project-based learning opportunities in school, real-life work experiences outside the school, and success mindset training. Through all three elements they can apply academic and technical skills and enhance their lifelong employability as adults. This project builds directly on a strong existing partnership between Warren County Schools and Vance-Granville Community College to provide non-duplicative and aligned programs of study for students interested in career pathways aligned with three Career Academies at Warren County High School: • Medical Science, Security and Protective Services • Engineering and Construction Technology • Business, Finance, and Entrepreneurship. Academy students complete state-approved Career and Technical Education (CTE) courses and programs during their four years of high school within these academies. Warren County Schools CTE provides students in the three academies an opportunity to complete workplace credentials and certifications related to their career goals. Certifications include: National Center of Construction Research (NCCER); Microsoft Office Specialist (MOS); National Customer Service (National Retail Federation); Occupational Safety and Health (OSHA); Emergency Medical Technician (EMT); Conover Workplace Readiness Credential. During their junior and senior years, academy students have an opportunity to complete courses and programs at Vance-Granville Community College through the Career and College Promise program. Currently, Warren County Schools students are completing courses and earning certificates in Business Management, Carpentry, Cosmetology, Nurse Assistant, and Pharmacy Tech. This will continue. Funds from this grant will pay for the books and materials for these courses, while tuition is free from Vance-Granville Community College. Funds from this grant will be also used to provide additional training from the Vance-Granville Community College Small Business Center to include high school students in relevant seminars and customize offerings specifically for them or their teachers to prepare students for work-based learning activities and business management. Seminars and workshops in business plan development, workplace readiness skills, and personal finance will be implemented in collaboration with Vance-Granville Community College and independent instructors. The innovation grant will also lay the groundwork for a new Agriculture pathway being developed between VGCC and Warren County Schools for intended launch in 2021. Warren County Schools recently was unable to recruit an agriculture teacher, so they reached out to VGCC for help in filling the gap, as these leaders recognize the county's agricultural heritage and promising young agricultural businesses. While Vance-Granville is the primary partner for this grant, our closest university relationship is with North Carolina A&T State University, whose extension agent is active in everything we do with our greenhouse and land lab at Warren County High School.

**Activities Accomplished:**

We have not utilized any of the grant funding as of September 28, 2020. Our students are taking courses that will prepare them for the grant activities but, they have not participated in the professional development activities funded by the grant and have not participated in the paid internships.

**Academic Progress Made by Students:**

We have not utilized any of the grant funding as of September 28, 2020. Our students are taking courses that will prepare them for the grant activities but, they have not participated in the professional development activities funded by the grant and have not participated in the paid internships.

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**Washington County Schools****\$60,000 2019-2020**

**Goal of Grant Program:**

Washington County Schools is in the process of expanding our Career and Technical Education program by incorporating a Manufacturing Career Cluster and its associated education and training. The first career pathway we would like to implement within this cluster is Welding through a Welding program to be housed at our local high school, Washington County High School. The goal of adding the Manufacturing cluster to the Washington County Schools' Career and Technical Education (CTE) program is to provide our students with opportunities to pursue courses of study that are aligned with their interests and opportunities for students to connect the classroom to the real-world of work.

Workforce Innovation Grant funding will be utilized to purchase needed welding equipment and supplies. Funding will also be utilized for construction and renovation of a classroom space located at the high school. We are anticipating the purchase of 20 traditional welders, 1 virtual welder, and an iron welder. Construction and renovation will include adding a dividing wall to separate the welding lab from the automotive lab. We will also have to update the electrical wiring to match the specifics of the needed equipment.

**Activities Accomplished:**

No funding was utilized during this period due to receiving the funds at the end of the school year as well as our district being out of school due to COVID 19 at the time the funds were received. However, we have continued to plan for the use of the funds during the 2020-2021 school year that will include the purchase of traditional welders, virtual welders, and renovation/construction.

**Academic Progress Made by Students:**

Considering no funding was utilized during this period, there is no data and/or statistics to analyze student progress. However, interest meetings have been conducted with the community college liaison, the CTE Director, the CTE's Career Development Coordinator and interested juniors and seniors. We have planned 2 virtual guest speakers to talk with students about their experiences in hopes to peak student's interest. Based on data from surveys conducted in 2019, several students showed interest in this program.

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**Yancey County Schools****\$60,000 2019-2020****Goal of Grant Program:**

To implement PLTW modules in the Yancey County Schools' elementary and middle schools over a two-year period in a manner to align with the programs already offered to students at the secondary level.

**Activities Accomplished:**

We received the grant funding on May 26, 2020 and are at the beginning of the grant cycle so there was no activity for the 2019-2020 school year.

**Academic Progress Made by Students:**

We received the grant funding on May 26, 2020 and are at the beginning of the grant cycle so there was no activity for the 2019-2020 school year.

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**§ 115C-64.17. The Career and Technical Education Grade Expansion Program.**

The Career & Technical Education Grade Expansion Program was established to expand CTE programs by prioritizing the inclusion of students in sixth and seventh grade through grant awards provided to selected local school administrative units for up to seven years. Grant funds shall be used only for employing additional licensed personnel in CTE areas, CDC areas, and

support service areas necessary for expanding the CTE program to sixth and seventh grade students. The funds may be used for CTE programs at one or more schools in the local school administrative unit.

Fourteen LEAs received the initial award for the 2017-2018 academic year. Though, with additional funding for FY19, thirteen additional LEAs were funded for a total of 28 grantees.

Plans are currently being implemented to hire additional staff and expand offerings to sixth and seventh grade students. Data collection is underway to determine program effectiveness for the LEAs participating in this 7-year grant.

Similarly to how the EWIC Commission set the grant parameters for the Education and Workforce Innovation Program fund, the Commission voted to make the Grade Expansion Program a two-year grant cycle for the twenty-eight applicants who were approved for the 2019-2020 and 2020-2021 school years. The Commission did not change the funding amounts.

Grant awards included the following local school administrative units:

<b>Recipient Name</b>	<b>Authorized Funding (2019-20 and 2020-21)</b>
Alexander County Schools	\$50,000.00
Alleghany County Schools	\$50,000.00
Avery County Schools	\$50,000.00
Brunswick County Schools	\$50,000.00
Cabarrus County Schools	\$50,000.00
Carteret County Schools	\$49,500.00
Cherokee County Schools	\$50,000.00
Clay County Schools	\$50,000.00
Cumberland County Schools	\$49,500.00
Currituck County Schools	\$50,000.00
Dare County Schools	\$50,000.00
Elkin City Schools	\$50,000.00
Franklin County Schools	\$50,000.00
Greene County Schools	\$50,000.00
Halifax County Schools	\$50,000.00
Henderson County Public Schools	\$50,000.00
Hickory Public Schools	\$50,000.00
Johnston County Schools	\$50,000.00
McDowell County Schools	\$50,000.00
Moore County Schools	\$50,000.00
Mt. Airy City Schools	\$49,995.09
Perquimans County Schools	\$50,000.00
Pitt County Schools	\$50,000.00
Rowan-Salisbury Schools	\$50,000.00
Rutherford County Schools	\$50,000.00
Scotland County Schools	\$50,000.00
Transylvania County Schools	\$50,000.00
Warren County Schools	\$50,000.00

## Alexander County Schools

Grant funds are used to pay a middle school CDC who coordinates STEM tours for 8th grades, career fairs for 6th, 7th and 8th grades, job shadowing, community college visits, and other career planning activities and opportunities. The MS CDC also works with 8th graders on registering for HS courses. We are expanding our MS offerings by adding Computer Science at the middle schools.

### Number of students enrolled in CTE courses as part of the grant:

MS - 1,183 students (duplicated count)

HS - 1,905 students (duplicated count)

### Number of students who subsequently enrolled in high school CTE courses:

Approximately 1,000

### Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:

15

### Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:

100

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## Allegheny County Schools

Allegheny County Schools has been able to implement a full time course for students with this Expansion Grant. The course loosely follows the content from the Exploring Career Decisions curriculum which can be found on the NCCTE Moodle page. The teacher/CDC of the Career Exploration course travels to all 3, K-8 elementary schools to ensure that all 6th, 7th, and 8th grade students are receiving career planning guidance throughout the school year. Allegheny County Schools also began implementing Xello (formerly Career Cruising) software into the Career Exploration classes during the 2019-2020 school year. All students leave 8th grade with a 4 year pathway plan to assist them throughout their high school years and beyond.

In addition, this person also plans, organizes and carries out career activities and events such as career fairs, STEM Expo, business and industry visits and speakers, etc. and is highly involved with our Business Advisory Council.

### Number of students enrolled in CTE courses as part of the grant:

2019-2020

6th Grade - 108 students

7th Grade - 111 students

8th Grade - 110 students

### Number of students who subsequently enrolled in high school CTE courses:

190

### Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:

Not yet applicable



**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

Not yet applicable

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**Avery County Schools**

Avery County Schools utilized the Grade Expansion Grant funds to hire a middle school teacher who served as a 1/2 time Career Development Coordinator, and 1/2 time CTE Project Lead the Way instructor. We feel strongly as a district that the key to career awareness is through a combination of robust, hands-on classroom experiences, coupled with intentional advisement, and opportunities for further exploration and study through extra-curricular activities, including Career Technical Services Organizations (CTSOs). Our instructor has been vital in the expansion of engineering courses in middle school, the introduction of SkillsUSA in the middle school (multiple regional winners), and the coordination of a first-time ever career fair, and the beginning of career cafes at both middle schools.

**Number of students enrolled in CTE courses as part of the grant:**

429 of 486 middle school students took at least one CTE course. This high percentage would not have been possible without the additional position.

**Number of students who subsequently enrolled in high school CTE courses:**

This is year 3 of our grant. 254 of 286 total 9th/10th grade students took a CTE course in the 2019-20 school year.

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

As this is our 3rd year in the grant, we do not have upperclassmen that have been impacted as a result of the grant. All of our students impacted by the grant are in middle grades-10th grade as of the end of the 2019-20 school year.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

As this is our 3rd year in the grant, we do not have upperclassmen that have been impacted as a result of the grant. All of our students impacted by the grant are in middle grades-10th grade as of the end of the 2019-20 school year.

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**Brunswick County Schools**

Funds from the CTE Expansion Grant are utilized to employ a full-time middle grades Career Development Coordinator. The CDC works diligently to ensure that 6th and 7th grade students are knowledgeable about the many different CTE programs and career pathways available. These programs and pathways help to prepare students for lifelong learning and for future employment opportunities. The CDC works closely with administrative staff to also promote additional middle grade CTE programs such as Exploring Healthcare, for example. This course was available to middle school students this past year and it will remain as an additional option for the new school year as well. BCS purchased MajorClarity this past school year, utilizing PRC 14 funds, to support the work of our middle grade CDC. MajorClarity is an online career readiness platform that assists students via its activity-based content in helping to guide him/her from the classroom to ultimately a career. The product is used by the CDC to assist students in the development of a personalized and comprehensive four-year career development plan. The CDC provides other career guidance services for students as well. These activities include such things as career cafes, lunch and learn sessions, career interest inventories, career and college fairs, career pathway & four-year planning activities, STEM tours, and the promotion of local career awareness opportunities such as Manufacturing Day.

**Number of students enrolled in CTE courses as part of the grant:**

2,685 students in grades 6-8.

**Number of students who subsequently enrolled in high school CTE courses:**

456 middle grade students have enrolled in one or more CTE courses.

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

Not applicable at this time.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

Not applicable at this time.

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**Cabarrus County Schools**

Funds received through the grant allows our district to employ a middle school Career Development Coordinator. The focus for this position is to develop a full middle school career development plan. The person in this position has been working with Naviance to create a middle school scope of work. In November 2020, all seventh grade students will take a career interest inventory to help plan their high school course of study.

**Number of students enrolled in CTE courses as part of the grant:**

Estimated - 8200 students. This includes all middle school students because all of them will have career exploration requirements at each grade level.

**Number of students who subsequently enrolled in high school CTE courses:**

We do not have this data point. We purchased Naviance this year to start tracking this information moving forward.

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

721 (Students@Work) This is the second year for our district to participate in the grant. Middle school students participate in Students@Work which is a job shadowing experience.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

We are only in our second year of this grant, so we have not had students get far enough into their pathway to complete CCP courses or receive articulated credit. Some are just now getting into their high school pathway and will take credential assessments during the coming school year.

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**Carteret County Schools**

With this grant, we have employed a Career Development Coordinator (CDC) for all five middle schools.

**Number of students enrolled in CTE courses as part of the grant:**

We offer approximately 40 CTE courses to students in grades 6 through 12 in five middle school programs, three high schools, and one cooperative innovative high school, serving 5060 students. Middle schools offer Project Lead the Way (PLTW) and Business, Finance, and Marketing Education. High schools offer CTE courses in all seven program areas. CTE courses are also offered in an online venue through the NC Virtual Public School (NCVPS). In addition, 26 Career and College Promise pathways are available to eligible 10th through 12th-grade students through Carteret Community College (CCC).

**Number of students who subsequently enrolled in high school CTE courses:**

High schools offer CTE courses in all seven program areas and grant encouraged the enrollment of 926 freshmen.

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

61 students

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

We had 247 students enrolled in CCP and over 1200 industry certifications/credentials.

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**Cherokee County Schools**

The expansion grant funds were utilized to hire a Career Development Coordinator to serve all of the middle school students in the district. The hire was made in November 2018 with the position starting in January 2019 with the opening of the spring semester. The initiatives of the CDC included a career exploration needs assessment survey, which gained interest information from the students for future middle and high school CTE courses. This information along with subsequent conversations and input from principals, teachers, CTE director, and community stakeholders was used to guide decisions in middle school course offerings for fall 2019 and beyond. Both formal and informal surveys will be used on a yearly basis to inform these decisions.

In addition, prior to 8th grade registration, the CDC works closely with school counselors to provide career assessment and guidance, particularly for students that lack a solid direction and plan. This will provide a direct impact on CTE course enrollment in future semesters. Other CDC services include planning career fair presenters for each middle school as well as building and maintaining a Google Classroom career exploration page and Facebook page, which has already impacted around 1000 students.

**Number of students enrolled in CTE courses as part of the grant:**

621

**Number of students who subsequently enrolled in high school CTE courses:**

N/A

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

N/A - Only juniors and seniors are allowed to participate in internships. We have not had the grant long enough for this data point.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

N/A - We have not had the grant long enough for this data point.

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**Clay County Schools**

Grant funds are used to provide the salary for the instructor of Computer Science Discoveries for 6th, 7th grade students:

Curriculum/Areas covered include Coding, Robotics, 3-D Design, and Career Exploration.

**Number of students enrolled in CTE courses as part of the grant:**

66

**Number of students who subsequently enrolled in high school CTE courses:**

21

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

N/A

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

1 Student Earned a College Credit; 5 Students earned articulated credit ; 16 Students Earned Industry certifications/credentials

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**Cumberland County Schools**

The CCS CTE Program hired a middle grades CDC to provide career awareness experiences for middle grades students throughout the district. The CDC began the position in January 2019 and has been able to complete the following-facilitating middle school career days; organizing college and industry tours for middle school students; organizing and facilitating Students@Work where student experiences doubled to include guest speakers and field trips for each middle school; district implementation of Navigator; introducing new industry partnerships; facilitating CTE Month activities for middle school students; and planning and hosting our first annual Career Pathway for middle and high school students with our community industry and education partners in 2020.

Expansion included adding Computer Science Discoveries to additional middle schools for 2020-2021; expanding CSD courses to include a level three; expansion of IT pathway courses at the high school to include CyberSecurity Essentials, Computer Science Principles, and AP Computer Science Principles; and adding Career Readiness Labs and Exploring Health Science courses in middle schools for 2020-2021.

**Number of students enrolled in CTE courses as part of the grant:**

Approximately 11,020 CTE students in grades seven and eight and approximately 15,028 in grades 6-8 according to the most recent state data available.

**Number of students who subsequently enrolled in high school CTE courses:**

Estimated 300 students participated in aligned targeted career pathways from middle to high school due to course middle school expansion.

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

These programs are typically reserved for high school students in our district. Middle grades students participate in other forms of work-based learning. Our internship program had approximately 32 participants for 2019-2020. Due to COVID-19, we were not able to safely host our annual summer internship program and were not able to resume work-based learning after the school building closure. Our total WBL participation for the year was 2237 student participants from grades 5-12.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

100 students earned an industry recognized credential and/or CCP credit for 2019-2020 in the identified key pathways of IT and Health Sciences.

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**Currituck County Schools**

Grant funds used primarily for the Expansion Grant Coordinator salary.

The Coordinator has reached each of our middle school programs at each middle school location on a weekly basis with a wide variety of exploration activities. Additionally, with the purchase of the Virtual Job Shadow Program our Coordinator has developed a virtual connection to our students and monitors the progress of each student. Career Development tasks results are documented and shared with the CDC, and Counselors at both the middle and high school levels. Currituck County Schools

middle grades exploration include in the areas of Agriculture and Business. We offer Exploring Agricultural Science and Plant and Animal Science with an emphasis on Environmental and Natural Resources at the 6th and 7th grade level.

6th and 7th grade Business modules are in the Exploring Business, Marketing, and Entrepreneurship Course. both of these courses are feeder courses into the high school Business and Agriculture Pathways.

**Number of students enrolled in CTE courses as part of the grant:**

Total student numbers affected at both middle schools in grades 6th and 7th is 420 students.

**Number of students who subsequently enrolled in high school CTE courses:**

9th grade enrollment data shows a significant increase in CTE 9th grade enrollment for both spring and fall of 2020. CDC student survey data connects the expansion activities to increased awareness and interest in careers and career pathways. Enrollment data shows 551 students, which translates to 70% of 9th graders enrolled in a CTE class.

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

Currituck County Schools began the expansion program in spring of 2018. The intern program requires students to have completed the pathway to qualify. The students that began with the expansion program will be completing pathways in the 2021-22 school year. Students are currently participating in job shadowing and industry visitations.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

Due to the spring 2018 expansion start date students are in progress of completing the high school pathways. Credentials for 2018-19 shows Microsoft Word (57), Power Point (57), First Aid (20), CPR (20), Hunter safety (18), Nurse Aid (12).

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**Dare County Schools**

The expansion grant funds have allowed for the implementation of a full middle school career development program for all DCS Middle School CTE students. Prior to the receipt of the grant, only 8th grade students were receiving career development services in a very limited nature from the high school Career Development Coordinators. Through the expansion of the grant, services such as career assessments, career counseling, service learning, work based learning, and CTE student support have been created and provided with fidelity to all DCS Middle School CTE Students.

**Number of students enrolled in CTE courses as part of the grant:**

The number of students supported by this grant in the 2019-2020 school year: 755

**Number of students who subsequently enrolled in high school CTE courses:**

51

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

Not Applicable at this time.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

Not Applicable at this time.

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**Elkin City Schools**

The grant funds are used to partially (75%) fund a middle grades career development coordinator at Elkin Middle School. During the 2019-2020 academic year, expansion activities included grade six students receiving direct instruction in Exploring Personal Characteristics. Students also began the process of developing a career portfolio which will be built upon during Grade 8. Also, as part of this grant, every seventh-grade student participated in exploring post-secondary options by visiting the local community college to sample programs and pathways offered. Career Cafe's began during the Spring semester. Due to health guidelines and the closing of in-person instruction, only four of the ten events took place. During these events, students were able to have lunch with a local business representative to discuss the focused career. A touch-a-truck event was also scheduled for fifth grade students but was cancelled due to health restrictions relating to COVID-19. This event will be rescheduled for Spring 2021 in combination with the middle and high school Career Fair. Prior to registration, the Middle Grades Career Development Coordinator held a CTE visitation event. Every student visited each high school CTE program area and participated in a hands-on activity led by high school CTE students. Summer Intersession Activities were held during June and July 2020. These sessions provided students with opportunities to explore hands on lessons in a variety of topics including prosthetics, robotics, coding, cooking, goal setting, entrepreneurship, forensics and more.

**Number of students enrolled in CTE courses as part of the grant:**

Grade 6 enrollment - 40 students

Grade 7 event participants - 92 students

Grade 7 enrollment - 106 students (Paid by PRC 013) - Course Exploring Technology

Grade 8 enrollment - 96 students (Paid by PRC 013) - 25% of MG CDC

Grade 8 event - 96 students

Grds 5-8 Summer Intersessions - 62 students

**Number of students who subsequently enrolled in high school CTE courses:**

As a result of increased middle grades efforts, 98 students have enrolled in 166 high school CTE courses out of an overall grade level enrollment of 109 students. This calculates as 90% of the 9th grade student body enrolling in a CTE course for the upcoming school year with an average of 1.7 courses per student.

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

Not Applicable at this time.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

Not Applicable at this time.

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**Franklin County Schools**

These funds have been used to expand agriculture courses at the middle school level by funding a classroom teacher at Cedar Creek Middle School. In our district, there is a large interest in agriculture. We have successful agriculture programs at each of the 3 traditional high schools. By introducing students to agriculture in the 6th and 7th grade, we have expanded our agriculture program. The following courses were taught to 6th and 7th grade students:

- Introduction to Biotechnology
- Introduction to Biotechnology
- Agricultural & Environmental Biotech
- Agricultural & Environmental Biotech
- Introduction to Biotechnology
- Introduction to Biotechnology
- Agricultural & Environmental Biotech
- Agricultural & Environmental Biotech

**Number of students enrolled in CTE courses as part of the grant:**

There were 101 students enrolled in the CTE agriculture courses offered at Cedar Creek Middle School. These courses were taught by the teacher in the teaching position that was funded with the grant funds.

**Number of students who subsequently enrolled in high school CTE courses:**

Because these were 6th and 7th grade students, they are not high school aged yet. After this school year, 2019-2020 7th grade students will be registering for 9th grade courses and we should have data to share at that time.

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

Students are not of the age to participate in these workbased learning opportunities at this time. We will continue to track these students after they enter high school and hope to see them participate in these activities at that time.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

This is not applicable at this time because these students are 6th and 7th grade students.

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**Greene County Schools**

The funds from the CTE Grade Expansion Grant were used to hire and pay the salary of a CTE teacher to incorporate Coding at Greene County Middle School.

**Number of students enrolled in CTE courses as part of the grant:**

250

**Number of students who subsequently enrolled in high school CTE courses:**

120

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

N/A

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

N/A

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**Halifax County Schools**

Halifax County Schools reported that they did not use the grant funds for the 2019-20 school year and reported "0" for each of the following questions.

**Number of students enrolled in CTE courses as part of the grant:**

**Number of students who subsequently enrolled in high school CTE courses:**

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

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**Henderson County Schools**

As a result of the grant, the following was achieved:

- 2,231 career interest assessments
- 6,169 virtual job shadowing experiences
- 421 career awareness surveys
- 171 community college visits
- 1,123 career guest speakers
- 316 career field trips

The grant provided a Career Development Coordinator position that could focus specifically on the 6th and 7th grade. This role was able to focus on increasing career awareness and opportunities for these students. Students benefited by completing a career interest assessment with feedback being provided utilizing our NC Career Clusters. Students learned of their matches and then had the opportunity to job shadow in the career fields that matched their interests. Shared with students were the HCPS Career Clusters and those high school courses that are offered within each area.

**Number of students enrolled in CTE courses as part of the grant:**

CTE Enrollment numbers for each middle school for the 2019-2020 school year:

- \*Apple Valley - 906 students
- \*Flat Rock - 1485 students
- \*Hendersonville - 1363 students
- \*Rugby - 1219 students

**Number of students who subsequently enrolled in high school CTE courses:**

CTE Enrollment numbers for each high school for the 2019-2020 school year: \*East Henderson - 1138 \*HCPS Career Academy - 169 \*Hendersonville - 627 \*North Henderson - 1271 \*West Henderson - 1405

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

While we are only in year 2 of the grant, we continue to see growth. During the 2019-2020 school year, HCPS had 30 students participate in high school Internships and had 10 students in the Made in Henderson County (MIHC) Advanced Manufacturing Apprenticeship program. Two new apprenticeship programs are being rolled out in 2020-2021; Banking and Finance and Automotive with 11 students in the MIHC and 10 in the Automotive.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

HCPS has continued to see growth in the area of CCP, Articulated credit, and Industry certifications/credentials. During the 2017-2018 school year, 1397 credentials were awarded with an additional 359 WorkKeys. Our numbers for 2018-2019 were 3362 credentials and an additional 400 WorkKeys. As our growth for the 2019-2020 school year will be challenged by Learning from Home requirements, our staff and students have pushed forward to success. HCPS partnered with our local community college to prepare students for their CNA examinations with 21 earning CNA credentials and 8 who passed the written are returning to retake the skills portion.



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### **Hickory City Schools**

Grant funds have been used to pay the salary of a newly added position, a middle school Career Development Coordinator/Special Populations Coordinator to provide career related services to middle school students, primarily 6th and 7th grade students and to provide additional support to our CTE teachers and our special populations students.

**Number of students enrolled in CTE courses as part of the grant:**

517 (317 at Northview Middle School, 200 at Grandview Middle School, counting only 6th and 7th graders)

**Number of students who subsequently enrolled in high school CTE courses:**

281 (9th graders only)

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

Zero thus far, but we expect this number to increase as students progress beyond their freshman years.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

No students affected by the grant have earned college credit at this point, although that is not surprising, as our oldest cohort of grant-affected students just finished their freshman year. However, 64 of those students earned approved industry certifications/credentials this year.

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### **Johnston County Schools**

Johnston County Public Schools is using the grant funds to employ two part-time middle school career development coordinators. They plan and implement career development activities for all 6th, 7th, and 8th graders in our 14 middle schools, including the development of 4 year plans with all 8th graders.

**Number of students enrolled in CTE courses as part of the grant:**

We have 7,139 middle school students enrolled in CTE courses in grades 6-8.

**Number of students who subsequently enrolled in high school CTE courses:**

The middle school CDCs began Career Development work with middle school students in March of 2018. Starting in the 2018-2019 SY and continuing into the 2019 -2020 SY the middle school CDCs worked with all 8th graders to create their 4 year plans based on career interest identified by cluster. Our number so students enrolled in CTE courses in high school this year was 8,010.

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

This will not be applicable until the 2021-2022 SY, when the first group of 8th graders are Juniors and able to enroll in work based learning programs.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

CCP is an opportunity in the Junior & Senior year. We will not have data for CCP until the 2021-2022 SY. We had 6,582 credentials earned this year, although we are not able to attribute any specifically to the work of the middle school CDCs when the students were in middle school.

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## **McDowell County Schools**

A Career Development Coordinator (CDC) is employed with the award of this grant. Agriculture, Health Science, and Engineering/Robotics are all new courses/pathways that are now established at the middle school.

### **Number of students enrolled in CTE courses as part of the grant:**

951

### **Number of students who subsequently enrolled in high school CTE courses:**

876

### **Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

The total number is 0 for 2019/20 because the first group of students are now in the 10th grade. I received the CTE Grade Expansion Grant in 2018. Students must be in 11th and 12th grade to participate in internships, cooperative education, or apprenticeship programs.

### **Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

The total number is 0 for 2019/20 because the first group of students are now in the 10th grade. I received the CTE Grade Expansion Grant in 2018. Students must be in 11th and 12th grade to participate in internships, cooperative education, or apprenticeship programs.

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## **Moore County Schools**

Moore County Schools hired a Middle School Career Development Coordinator with our grant funds in 2018. She has now been with Moore County CTE for two years. Since implementing the grant we have been able to:

- Add Agriculture at 3 of our middle schools
- Add Computer Science Discoveries at the 6 middle schools that did not offer it.
- With the start of the 2020-21 school year we will have implemented the new Health Science modules in all 7 middle schools.

### **Number of students enrolled in CTE courses as part of the grant:**

Computer Science Discoveries:

1st semester: 165

2nd semester: 143

Total: 308

### **Number of students who subsequently enrolled in high school CTE courses:**

No students have enrolled yet into high school CTE courses. The 2020-21 school year will be the first year where students that came through the Grant in middle school, will enroll in high school. Data will be available at the end of the 2020-21 school year.

### **Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

No students have enrolled yet into high school CTE courses. The 2020-21 school year will be the first year where students that came through the Grant in middle school, will enroll in high school.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

No students have enrolled yet into high school CTE courses. The 2020-21 school year will be the first year where students that came through the Grant in middle school, will enroll in high school. Data will be available at the end of the 2020-21 school year.

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**Mount Airy City Schools**

Grant funds are used for a Career Development Coordinator at the middle school level.

**Number of students enrolled in CTE courses as part of the grant:**

2019-2020 6-8 Grade - 436 students participated in CTE courses

**Number of students who subsequently enrolled in high school CTE courses:**

2019-2020 (Rising 9th Grade Students) - 103 students enrolled in CTE courses at the high school level

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

Not Applicable due to grade expansion program dates. Impacted students have not reached 11th grade, which is the grade requirement for internships in our district.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

Not applicable.

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**Perquimans County Schools**

1. 5th grade: Career Bingo, Career Exploration through CFNC Jobs in Pawsland -150 students
2. 6th grade: Lunch and Learn - 8 speakers over 5 months - program growing in popularity - students loved the graphic artist the best. Highly engaging and interactive.
3. 7th-grade Career Scrambles 40 students
4. 8th grade: Dreams to Careers - Team Building Activity- 130 students
5. Individual time with students to assist with career scheduling -CFNC accounts
6. One business intern
7. Discovering Possibilities - 21 sites for job shadowing
8. Employability's Lesson with Business classes 50 students
9. Reality of Money - Career Connection - Senior event - 100 students
10. Full Sail University - representative for fine arts and graphic arts careers
11. Field trips engagement FFA State Fair, Auto Expo, Day of Code, Red Cross Blood Drive, Future Cities Competition
12. Career Connection with the students at the alternative classroom setting - employability skills and career conversations.- 5 students each session
13. Career Fair - 9th-grade honor English students presenting to the 5th-grade students
14. Teen Court - assisted students in the process and procedures of the program
15. Presenter with the middle school team at the Region II ACTE fall conference: Creating an Urgency to Learn and had planned to be a presenter at the Middle School Conference. To showcase the development of the middle school programs
16. Qualcomm Thinkabits - a collaborative program with STEM, and Computer Science program at the middle school to develop skills in problem-solving and creativity - 250 students
17. High School- provided guidance in career exploration and decision making for students who were undecided and needed further individualized support. (10 students)

- 18. During COVID-19 school closure: reaching out to 8th-grade students for course planning.
- 19. Daily interaction in middle school classrooms to support student learning and relationship building.

**Number of students enrolled in CTE courses as part of the grant:**

1,266

**Number of students who subsequently enrolled in high school CTE courses:**

592

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

4 interns

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

COVID-19 disrupted the process of earning credentials in the spring semester. The CCP student credentials are not reported to the public school.

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**Pitt County Schools**

The CTE Expansion Grant was used to hire an additional middle school Career Development Coordinator. The middle school CDC's teach career planning.

**Number of students enrolled in CTE courses as part of the grant:**

Zero. The middle school CDC's would go in classes throughout the 13 middle schools.

**Number of students who subsequently enrolled in high school CTE courses:**

Approximately 700

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

Pitt County responded to this question with the following, "Not part of the grant."

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

Pitt County responded to this question with the following, "Not part of the grant."

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**Rowan-Salisbury Schools**

Historically, we were limited in providing adequate career development and planning services at the middle grades level. With the addition of the middle school CDC, we have created a more structured eighth grade "Career Readiness Series" in an effort to support students' career interests and pathway concentrations. Additionally, in the past, we were unable to provide extensive career development services to the sixth and seventh grade levels. However, this added position allowed for more middle grades career enrichment activities such as the seventh grade "Steer your Career" event. The student feedback gathered from this event led to the idea and implementation of a mobile career exploration experience that could travel from school to school. The middle school CDC, over the past few months, has been working with Horizons Unlimited to introduce the "Skills on Wheels" bus. This mobile unit, "Skills on Wheels", is ready for use in the upcoming school year to allow sixth grade students to engage in hands-on, career-themed skills to foster their future career development plans; the bus will serve other middle grades levels as

well. Having our new middle school CDC, enables us to provide middle grades students with earlier career exploration opportunities that will better inform their secondary and post-secondary career pursuits. Our impact has widened tremendously.

**Number of students enrolled in CTE courses as part of the grant:**

The number of students enrolled in CTE courses as part of the grant is as follows:

Middle School - 3514

High School – 8675

**Number of students who subsequently enrolled in high school CTE courses:**

The number of students who subsequently enrolled in high school CTE courses is 2964.

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

The total number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the CTE Grade Expansion Grant is 148.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

The number of students who subsequently earned college credit and approved industry certifications as a result of the CTE Grade Expansion Grant is 8483.

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**Rutherford County Schools**

The plan for expansion of the Rutherford County Schools' CTE program to 6th and 7th grade students includes offering Learn to Code I, II, and III in our middle schools. These courses were taught to middle grades students in our three middle schools (Chase Middle School, East Rutherford Middle School, and R-S Middle School) during the 2019-2020 school year. The Learn to Code courses allow students to acquire valuable new skills, and the courses align well with the Region C Workforce Certified Advanced Manufacturing Pathway. The use of grant funds (\$50,000) from the CTE Grade Expansion Grant are used solely to maintain the employment of Mr. Todd Davis, our middle grades CTE teacher who was hired during the Spring semester of the 2017-2018 school year to teach Learn to Code courses.

**Number of students enrolled in CTE courses as part of the grant:**

286

**Number of students who subsequently enrolled in high school CTE courses:**

84

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

"Information unavailable at this time."

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

"Information unavailable at this time."

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**Scotland County Schools**

Scotland County Schools used the grant funds to hire an additional CTE teacher. Our teacher was assigned to teach Exploring Career Decisions to all 6th grade students. We have two middle schools. He was assigned to one school in the fall and to the other in the spring. All 6th grade students were served during this time.

**Number of students enrolled in CTE courses as part of the grant:**

487

**Number of students who subsequently enrolled in high school CTE courses:**

Not applicable, students are currently in 7th grade.

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

Not applicable, students are currently in 7th grade.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

Not applicable, students are currently in 7th grade.

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**Transylvania County Schools**

The grant funds are used to fund a middle school Career Development Coordinator position. The sixth and seventh grade students have been provided with job shadowing, career day, and career search opportunities.

**Number of students enrolled in CTE courses as part of the grant:**

Through this grant students in grades 5-8 have been served. Approximately 1,000 students were served by the MS CDC.

**Number of students who subsequently enrolled in high school CTE courses:**

Approximately 80% of students in Transylvania County School enroll in CTE courses.

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

Transylvania County Schools has seen a growth in internships from 2 per year to between 10 & 12.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

Not applicable to program dates.

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**Warren County Schools**

We hired a part-time middle grades Career Development Coordinator with the grant funds to work with Warren County Schools students to choose their CTE courses and programs based on their interests and career goals. This position has provided our students with guidance and support as they choose their exploratory courses on the Middle grades level and high school career pathways.

**Number of students enrolled in CTE courses as part of the grant:**

727

**Number of students who subsequently enrolled in high school CTE courses:**

221

**Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs as a result of the grant:**

N/A - Students that entered the 6th, 7th, or 8th grade when the grant began finished the 10th grade this past year. They will participate in Internships, apprentice programs, as early the 2020-21 school year.

**Number of students who subsequently earned college credit (CCP and/or articulated credit) AND approved industry certifications/credentials as a result of the grant:**

N/A The students will have these opportunities beginning with the 2020-21 school year.

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The Education and Workforce Innovation Commission worked diligently throughout 2020 to cater to grant applicants and recipients during the Covid-19 pandemic. The Commission formed a Special Committee for Application Creation, who met virtually several times over the course of December 2019 and early January 2020 to ensure there was a well-planned application for the Education and Workforce Innovation Program grant.

After the onset of the Covid-19 pandemic, the Commission continued to meet promptly and virtually in order to adhere to its responsibilities and make every possible attempt to provide for the grant recipients any help they may need with their programs.