



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

Report to the North Carolina General Assembly

North Carolina Education and Workforce
Innovation Commission

§ 115C-64.15

Date Due: April 30, 2022

DPI Chronological Schedule, 2021-2022

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§ 115C-64.15 NORTH CAROLINA EDUCATION AND WORKFORCE INNOVATION COMMISSION

SECTION 7.23F.(d) NC Education and Workforce Innovation Commission (EWIC). The Commission shall develop and administer the Education and Workforce Innovation Program, as established under G.S. 115C-64.16, and make awards of grants under the Program.

SECTION 7.23F.(e) The Commission shall develop and administer, in coordination with the State Board of Education and the Superintendent of Public Instruction, the Career and Technical Education Grade Expansion Program, as established under G.S. 115C-64.17, and shall make awards of grants under the Program.

The Commission shall publish a report on the Education and Workforce Innovation Program and the Career and Technical Education Grade Expansion Program on or before April 30 of each year. The report shall be submitted to Joint Legislative Education Oversight Committee, the North Carolina State Board of Education, the State Board of Community Colleges, and Board of Governors of the University of North Carolina. The 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.

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

The Education and Workforce Innovation Commission (hereafter, “the Commission”) is housed administratively in the Department of Public Instruction (DPI). This work was transferred to DPI 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	Appointing or Designating Office
Kristie VanAuken	Special Advisor to the Superintendent, Workforce Development, 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
Elizabeth Crabill	Chief Deputy Secretary	Designated by The Secretary of Commerce
S. Dianne Little, Ed.D. (Vice-Chair)	Retired, Catawba Valley Community College	Appointed by The Office of the Governor
VACANT	Roanoke Electric Cooperative	Appointed by The Office of the Governor

Cortrina D. Smith	Wayne County Public Schools	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
Michelle P. Logan	Vice President and General Manager Drug Product Division - North America	Appointed by The Speaker of the NC House of Representatives
VACANT		Appointed by The Speaker of the NC House of Representatives
Stephen Griffin (Chair)	President, Insurance Peoples of NC	Appointed by the President Pro Tempore of the NC Senate
Tomas Luckadoo	Vice President, Adams Commercial Real Estate Services	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 NORTH CAROLINA EDUCATION AND WORKFORCE INNOVATION PROGRAM

- (a) The North Carolina Education and Workforce Innovation Program was established in the 2013 Legislative Session 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.
- (b) Applicant categories and specific requirements:
1. Individual schools. – Individual public schools must demonstrate all of the following in their applications:
 - a. Partnerships with business and industry to determine the skills and competencies needed for students' transition into growth sectors of the regional economy.
 - b. Aligned pathways to employment, including students' acquisition of college credit or industry recognized credentials.
 - c. Development of systems, infrastructure, capacity, and culture to enable teachers and school leaders to continuously focus on improving individual student achievement.
 2. Local school administrative units. – Local school administrative units must demonstrate all of the following in their applications:
 - a. Implementation of comprehensive reform and innovation.
 - b. Appointment of a senior leader to manage and sustain the change process with a specific focus on providing parents with a portfolio of meaningful options among schools.

3. Regional partnerships of two or more local school administrative units. – Partnerships of two or more local school administrative units must demonstrate all of the following in their applications:
 - a. Implementation of resources of partnered local school administrative units in creating a tailored workforce development system for the regional economy and fostering innovation in each of the partnered local school administrative units.
 - b. Promotion of the development of knowledge and skills in career clusters of critical importance to the region.
 - c. Benefits of the shared strengths of local businesses and higher education.
 - d. Usage of technology to deliver instruction over large geographic regions and build networks with industry.
 - e. Implementation of comprehensive reform and innovation that can be replicated in other local school administrative units.

(c) Consideration of factors in awarding grants for this program include:

1. Describe the aligned pathways from school to high-growth careers in regional economies.
2. Leverage technology to efficiently and effectively drive teacher and principal development, connect students and teachers to online courses and resources, and foster virtual learning communities among faculty, higher education partners, and business partners.
3. Establish a comprehensive approach to enhancing the knowledge and skills of teachers and administrators to successfully implement the proposed innovative program and to graduate all students ready for work and college.
4. Link to a proven provider of professional development services for teachers and administrators capable of providing evidence-based training and tools aligned with the goals of the proposed innovative program.
5. Form explicit partnerships with businesses and industry, which may include business advisory councils, internship programs, and other customized projects aligned with relevant workforce skills.
6. Partner with community colleges or public or private universities to enable communities to challenge every student to graduate with workplace credentials or college credit.
7. Align K-12 and postsecondary instruction and performance expectations to reduce the need for college remediation courses.
8. Secure input from parents to foster broad ownership for school choice options and to foster greater understanding of the need for continued education beyond high school.
9. Provide a description of the funds that will be used and a proposed budget for five years.
10. Describe the source of matching funds required in subsection (d) of this section.
11. Establish a strategy to achieve meaningful analysis of program outcomes due to the receipt of grant funds under this section.

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.

Per section (e) of § 115C-64.16, Grants. – Any grants awarded by the Commission may be spent over a five-year period from the initial award. Grants may be awarded for new or existing projects.

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:

The Education and Workforce Innovation Program's competitive grant fund is administered by the Education and Workforce Innovation Commission. The 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. In 2019, the Commission voted on the following parameters for the grant: each grant applicant may apply for up to \$60,000 per grant year. The grant cycle would last for two years, including 2019-2020 as the first grant year and 2020-2021 as the second grant year.

GRANT APPLICATION PROCESS AND PROGRAM HISTORY

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 letters proving the grant program would form a partnership with either a public or private university or college and with regional businesses and business leaders, which had to be signed by the school or local education ministrative unit leadership as well as the leaders of the partnerships.

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 the 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 it's 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 reimaged the grant by voting for the grant to be a two-year grant with school years 2019-2020 and 2020-2021 considered. Then, 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 formed an Application Revision Committee who worked from December 2019 to January 2020 to update the grant. The grant application was then opened 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.

During 2020 and 2021, the Commission worked diligently to enhance the Education and Workforce Innovation Program application and application scoring process. The Commission worked with the respective legislation to update the application from before the 2019-20 school year in order to better align it with respective legislation. The Commission also adopted a new application platform, the NCCCIP platform, to publicly post the application. The Commission also formed an Application Scoring Committee who worked to score each application against a rubric generated for the application by the Committee and approved by the Commission, which was generated based on the legislation.

Throughout the year, the Commission met nearly quarterly to discuss how they might be of assistance to current grant recipients and how to potentially increase interest in the grant for the upcoming grant cycle and aid any applicants aiming to apply in the future.

Grant recipients for the 2019-2020 – 2020-21 grant cycle are outlined below:

Education and Workforce Innovation Fund			
Recipient Name	Funding Amount (2019-20)	Funding (2020-21)	State Board of Education Region
Ashbrook High School, Gaston County Schools	\$60,000.00	\$60,000.00	Southwest Region
Beaufort County Schools	\$60,000.00	\$60,000.00	Northeast Region
Buncombe County Schools	\$41,669.00	\$37,824.00	Western Region
Burke County Schools	\$60,000.00	\$60,000.00	Northwest Region
Charlotte-Mecklenburg Schools	\$60,000.00	\$60,000.00	Southwest Region
Cherokee County Schools	\$60,000.00	\$60,000.00	Western Region
Girls Leadership Academy of Wilmington	\$60,000.00	\$60,000.00	Southeast Region
Halifax County Schools	\$60,000.00	\$60,000.00	Northeast Region
Henderson County Public Schools	\$60,000.00	\$60,000.00	Western Region
Johnston County Public Schools	\$60,000.00	\$60,000.00	North Central Region
Lexington City Schools	\$60,000.00	\$60,000.00	Piedmont-Triad Region
Lincoln County Schools	\$60,000.00	\$53,550.00	Southwest Region
McDowell County Schools	\$60,000.00	\$60,000.00	Northwest Region
Mount Airy City Schools	\$60,000.00	\$60,000.00	Piedmont-Triad Region
Purnell Swett High School, Robeson County Schools	\$60,000.00	\$60,000.00	Sandhills Region
Roanoke Rapids Graded School District	\$60,000.00	\$60,000.00	Northeast Region
Rockingham County Schools	\$60,000.00	\$60,000.00	Piedmont-Triad Region
Rutherford County Schools	\$60,000.00	\$60,000.00	Western Region
Surry County Schools	\$60,000.00	\$60,000.00	Piedmont-Triad Region
Wake County Public Schools	\$60,000.00	\$60,000.00	North Central Region
Wallace-Rose Hill High School - Duplin County Schools	\$60,000.00	\$60,000.00	Southeast Region

Warren County Schools	\$60,000.00	\$60,000.00	North Central Region
Washington County Schools	\$60,000.00	\$60,000.00	Northeast Region
Yadkin Valley Regional Career Academy, Davidson County Schools	\$60,000.00	\$60,000.00	Piedmont-Triad Region
Yancey County Schools	\$60,000.00	\$60,000.00	Northwest Region

LOCAL REPORTS

The scope of work for the 25 Education and Workforce Innovation Program grant recipients for the 2020-2021 year is outlined below. The information has been collected from local grant recipients and is written from their perspective.

Ashbrook High School, Gaston County Schools

\$60,000 2020-2021

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's 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. The iAccelerate Academy Coordinator will:

- Serve as a liaison between Gaston College and Ashbrook High School to ensure successful student completion of the program.
- Establish a business and industry advisory council that will provide input and solutions in helping students to meet the intended goal of the iAccelerate academy program, which is to expose students to workplace and career opportunities as they complete their transfer or associate's degree program.
- Manage all of the operational functions of the partnership such as planning meetings, making presentations, sending invitations, recordkeeping, communications, etc.
- Host a career fair for students, showcasing local businesses.
- Facilitate evidence-based PLC meetings.

Activities Accomplished:

With the uncertainty of the last school year we knew that we would have to rethink some of our program. Unfortunately, we were not able to start seated on campus professor lead classes. We in turn pivoted to online CCP courses as well as worked around the hybrid and digital model of high school outlined in the safe schools reentry plans.

We began the process of AIG assessments, PSAT scheduling and SAT/ACT test preparation courses. Students honed skills in this preparation course needed in their academically rigorous pursuits.

Additionally, we began working with community members and alumni to hold virtual college readiness and career readiness question and answer sessions. These were a huge success for our students and we plan to continue them in the future.

Lastly, we have worked hand and hand with our contacts at Gaston College to outline and logistically begin the course pathway for both an Associate of Science and an Associate of Arts degree that can be completed in addition to and in conjunction with a high school diploma. We are extremely excited to be able to offer both of these opportunities to our students.

Student Academic Progress:

The past year has been very exciting! Within this period the first inaugural class of iAccelerate students were chosen through a lottery process. The academy students consisted of freshmen and sophomores from around the county. Fifty-five students took part in the program either through the hybrid (plan B) model outlined by the NC Governor for safe school reentry or through an all digital learning option.

As the year progressed, students began to work towards College and Career Promise qualifications through AIG testing and an accepted college readiness exam score. This work was navigated by the program coordinator along with partnerships in the AIG department, Gaston College and other stakeholders within the school and community.

Traditionally most students that participate in CCP courses do not start until the fall semester of their junior year. Excitingly 47.6% of the students within their sophomore year of the program were able to start their CCP courses at Gaston College. Additionally, 43% of the first cohort of freshmen will begin this coming fall semester as sophomores in high school. With a much more academically rigorous qualification process for taking CCP classes early, we are very extremely excited to see these numbers grow. With the additional time, we feel confident that the majority of our students will graduate in four years with not only a traditional high school experience and degree, but with an Associate's Degree as well.

Academy students that do not qualify to begin CCP courses their sophomore year will be assessed to start CCP classes at the beginning of their junior year. We are thrilled that we have 43% of our rising juniors on track to begin those classes this fall. This will culminate in 90% of our first cohort starting CCP courses within their high school years.

We are very excited to see what the future will bring for our program!

Beaufort County Schools

\$60,000 2020-2021

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 principles in 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. For the past several years BCS students have attained well over 2,000 industry credentials including things such as Career Readiness Certificates (CRC), OSHA-10, NCCER- electrical, carpentry, welding, core construction, Microsoft Office, nursing assistant, and others. Core classes also need to be tied to what is needed in the workforce and teachers will learn to begin establishing that tie for students.

Innovation will continue with upgraded technology within schools. As part of the Golden Leaf project Anatomage tables were purchased in the spring of 2020 for each comprehensive high school for use in health science, animal science, and biology; thus enhancing the ability of teachers to engage students in cross curricular thinking and activities.

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. We have made a good start; but bringing understanding to the community that everyone is responsible for creating our workforce needs to be emphasized

particularly among our educational professionals.

Activities Accomplished:

The plan for 2020-2021 for Northside High School was to complete the Curriculum and Instructional Review (CIR) at the beginning of 2020-2021. However, that requires being present in classrooms as well as, looking at data from previous years. This had to be eliminated or postponed due to COVID restrictions during the 2020-2021 school year.

The year consisted of the following modified training from SREB for Northside High School:

- October 27th - Meet and greet with SREB and NHS staff. Survey was sent to teachers to get feedback for topics to be covered during 2020-2021. The hope was still to complete the CIR in the spring.
- January 13th - Virtual meeting motivating students to complete work, monitoring class participation by individual students, keeping students engaged in the lesson, developing relationships with students we had never met, the PDSA process, collaborative planning.

- January 20th – Virtual meeting with the following topics done in breakout sessions, student engagement, and formative assessments.
- February 10th - Teachers shared what they learned and how it was implemented from January sessions as well as Nearpod and Google break-out rooms (student collaboration in a hybrid learning environment).
- March 10th – Professional development on specific virtual tools DESMOS and Flipgrid. We will use the Google platform as this is what the school is using. Future dates might center around cooperative planning. The administrative team will identify a team of teachers, likely 4-5, to attend the SREB Summer Conference in Nashville on July 6-9, 2021. (This was cancelled due to Covid. Some expenses were not refunded.)

The team planned for attendance in person at the SREB Schools at Work Conference in July 2021; however, those plans had to be cancelled as SREB cancelled the face to face conference portion. Money was expended for airline travel that was unable to be recouped. Reimbursement requests were issued; but the airlines refused to issue refunds. They would only issue future travel credit to be completed within a year.

Student Academic Progress:

This grant was written for support of training of personnel to improve impact of programs and services for students over a long period of time. Planned travel and training through SREB was modified for the school year and halted for the SREB summer conference due to the COVID restrictions on travel for educators. Alternate training was utilized to enhance remote teaching and learning. Thus, this grant was modified due to the circumstances of COVID while attempting to meet the goals of continuous improvement.

Buncombe County Schools

\$37,824 2020-2021

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 in all Buncombe County Schools that have a 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:

Buncombe County Schools began the school year with remote instruction. Remote instruction continued for the first 6 weeks of the school. Following the remote instruction phase, the school district moved to an A day/B day rotation until after the holiday break. This meant that half of the students attended in-person instruction on Monday and Tuesday of each week while the other half attended class virtually. Then, on Thursday and Friday of each week, the other half of the students attended in-person instruction. Wednesdays were remote days for all students so that schools could be deep cleaned. Then in early

March students were brought back into the buildings in a face-face context. Throughout all of this a percentage of students remained remote for the entire school year as they had signed up for that option at the beginning of the school year. Although most students were brought back into the buildings for instruction, physical distance restrictions and the CDC recommendation of limited supply and resource sharing were present. In effect, much of our hands-on learning activities, including those relevant to the Moon and Mars Maps, were prohibited.

Student Academic Progress:

Grant activities have had little to no impact on academic progress made by the 6th Grade students because of the continued effect of the COVID-19 pandemic on the 2020-2021 school year. Due to a mixture of remote learning, hybrid learning, and face-to-face learning, the Moon and Mars Maps Curriculum was not accessed. In addition to all students not being present in the classroom at the same time, restrictions on physical distance and sharing of materials prevented the use of the maps when students were in class.

Burke County Schools

\$60,000 2020-2021

Goal of Grant Program:

The original goals for this program initiatives included: (1) provide student internships, (2) students use Plasma Games, (3) teachers have access to the teacher portal, (4) host a STEM night, (5) Board of Advisors, and (6) customization of Sci-Ops: Global Defense to incorporate Western Piedmont Community College.

Activities Accomplished:

- 1) provide student internships – three student interned with Plasma Games over the 2020 summer. They accomplished lost of relevant projects including designing social media campaigns, educational video game design, market research, quality control / testing, video editing, and other project. Additionally, they had the opportunity to shadow our executives in technology, business,
- (2) students use Plasma Games and (3) teachers have access to the teacher portal – all Burke County teachers were given access and used Plasma Games.
- (4) host a STEM night and (5) Board of Advisors– These were no able to be completed due to COVID-19
- (6) Customization of Sci-Ops: Global Defense to incorporate Western Piedmont Community College – Completed.

Student Academic Progress:

This year North Carolina State University researchers conducted independent 3rd party research on the effectiveness of Plasma Games. Below is the key findings and research details.

Key Findings

- 1. Plasma students that wanted a chemistry related career only decreased by -10%, while students without Plasma decreased by over -85%.
- 2. Plasma students' need for chemistry in their desired career increased by +1.5% while students without Plasma decreased by -5.8%.
- 3. The more levels students completed, the larger the increase in their value for science (interest, perceived usefulness, and importance) up +23.7%.

Charlotte-Mecklenburg Schools**\$60,000 2020-2021****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 of 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:

In 2020.21, students were in full remote learning until late spring 2021. This created many challenges in moving forward with the original plan. We did work with BSI throughout the year to provide support to two middle school and one high school teacher. The support was tailored to the needs of the teacher. BSI hired a full-time educator liaison to support this work. She collaborated with all three teachers to identify gaps in skills as well as understand where BSI could bring support in the classroom. BSI created two sessions virtually with students that helped them connect the work they were doing in the course with how that scaffolds with building industry knowledge. There were “a-ha” moments from students as they understood the multiple paths to a career in technology. For high school, there were four sessions in second semester at Rocky River. There were a few students who, even though they were in the final class of the pathway, were not interested in a career in technology. However, by meeting key professionals at BSI Solutions who had non-linear paths to software engineering, there were students who changed their mind to now become more interested in this field, one who decided to create a double major that included computer science. Again, very difficult to connect and carry out this work in a full remote setting but there were moments of success that are notable.

Student Academic Progress:

In 2020-21, 43 students were enrolled in the final course of the Software Development Pathway. This is a local course option that aligns with the Microsoft Software Fundamentals exam. Seventy-two percent of students passed this certification. In 19.20, there were only 17 students enrolled in the course but only four passed the certification. BSI Solutions supported the teacher at Rocky River High School, also a Title I school, with multiple visits to build industry awareness for students and develop an understanding of the skills needed in the workplace. This supported student’s engaging more intently in passing the certification.

Cherokee County Schools**\$60,000 2020-2021**

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, we have delayed implementation of our marketing activity to Fall 2021. Projected implementation of classes will be Spring 2022.

Student Academic Progress:

No grant funds have been expended. Due to COVID, meaningful outcomes such as class enrollment, pathway participation, related employment and certification data are projected to be available Summer 2022.

Girls Leadership Academy of Wilmington**\$60,000 2020-2021****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.

Goals:

- 80% of students who engage in the program will endorse increased feelings of preparedness for the workforce via student survey.
- 50% of students who engage in the program to complete the certificate by their high school graduation date.

- 80% of caregivers of students who engage in the program will have increased confidence in their child's ability to be successful in college following the program.

Activities Accomplished:

GLOW has had significant success with this program, especially with its launch amongst a challenging year in education. GLOW girls applied to be a part of the program through an internal application followed by determined eligibility in collaboration with CFCC. GLOW girls who are interested must complete an application essay prompt, have administrative endorsement, as well as attain a certain score on the college placement test. Students were enrolled in their first course CIS11-Introduction to Computers in the Fall of 2020 and transitioned to Intro to Business – BUS 110 in the Spring. This summer when students transitioned to MKT 120, there was a challenge with time management for students. This resulted in a few students not performing as well in the course; those students will be repeating the course this Fall. GLOW girls did have a series of days at the beginning of school prior to their CFCC class, ACC120, where they began the topic of discussion being time management skills. This was an effort to promote success in the Fall.

We have begun recruiting for our next round of “Early Risers” for the Spring of 2022 and look forward to including more students moving forward with this opportunity.

Student Academic Progress:

The thirteen GLOW girls who are still participating in the “Early Risers” programming are excelling with their coursework. Below are statistics reflecting their current academic achievement in their class:

This Summer, GLOW girls took Principles of Marketing (MKT 120). This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making (CFCC, 2021).

- 95% of GLOW girls that were in MKT120 in Summer 2021 passed the course
- 83% of GLOW girls in MKT120 completed the course with a 90% (A) or above in their coursework

Currently, GLOW girls are taking Principles of Financial Accounting (ACC 120). This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making, and address ethical considerations (CFCC, 2021). There are thirteen GLOW girls on campus who are in technology a classroom five days with the professor from CFCC working on the current material.

Halifax County Schools

\$60,000 2020-2021

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:

The district held its first virtual college fair during the week of April 12-15, 2021 attended by over 80 students in the region with 12 colleges and universities represented.

The 2021-2022 school year will see the emergence of new career pathways aligned with the local labor market as we focus on Architecture & Construction and Hospitality & Tourism.

Student Academic Progress:

During this period, funds were allocated to support digital learning through the purchase of subscriptions to aid in preparing students for credentialing, as well as, updating middle school learning labs to meet technical requirements of purchased programs. Funds were also used for instructional supplies to support face-to-face learning.

The Business Advisory Council continues to meet virtually quarterly with the intent to strengthen the alignment with the schools and business industries.

Halifax Community Colleges (HCC) have increased their CCP course offerings. In addition to CCP, HCC and HCS partnered to pilot the Lighthouse Solar Energy Camp in which 20 students received three certifications: OSHA 10 - Construction, Lean Six Sigma Yellow Belt Level, and Working Smart. The program will be expanded next year to include other school districts in the region.

As a result of COVID-19, virtual/remote learning and meeting have increased choices for parents/guardians for high quality education options.

Students are involved in job-ready skills presented by teachers, speakers via virtual sessions, internship opportunities (practicing CDC guidelines).

There has been an increase in technology devices (1:1 device), hotspots, and park and learn (hotspots on buses). From the 1:1 initiative, the Lighthouse IT Help Desk was established which trains students to repair Chromebooks in house to support learning at all schools.

Henderson County Schools

\$60,000 2020-2021

Goal of Grant Program:

The primary goal of Project CAST (Creating Awareness in Skilled Trades) is to prepare high school students to transition into a skilled trades Career and College Promise pathway that will lead to industry certifications and employment. Through a partnership with Blue Ridge Community College (BRCC), Henderson County students are afforded the opportunity to earn credits toward graduation for CTE Career and College Promise pathway courses. Students will also be able to take courses in HVAC, Electrical, Plumbing and Masonry, offering options in skilled trades that have never before existed. This partnership allows us to pool resources with BRCC, opening a wide array of opportunities for our students. These opportunities will provide our students with both career opportunities and post-secondary opportunities in high-wage and high-growth jobs for our region. The funds from this grant will also aid our students in pursuing skilled trades recognized certifications and credentials.

Activities Accomplished:

At this stage of implementation, we have been able to successfully leverage the Virtual Job Shadow program to begin creating an awareness of the opportunities in the Skilled Trades. By introducing our middle school students to Virtual Job Shadow and providing them the chances to explore career possibilities, we hope to ultimately provide these students with a feasible path to high-wage, high-growth jobs in a skilled trade. During school year 2020-21, HCPS middle school students viewed 30 job shadowing videos through Virtual Job Shadow. Additionally, HCPS high school students viewed 30 job shadowing videos regarding the skilled trades. Especially in the context of a pandemic severely limiting our ability to expose students to work-based learning in person, Virtual Job Shadow has been a valuable tool for the long-term success of our program. Again this school year, we are using Virtual Job Shadow to continue to raise awareness of the opportunities in the Skilled Trades with the goal of creating eventual interest in these Blue Ridge Community College courses when the students reach their junior years.

Student Academic Progress:

The combination of this being a new opportunity for our students and the challenges of the Covid pandemic contributed to making this program move much more slowly than we would hope. Articulating this opportunity consistently to high school staff members (administrators, counselors, CTE Teachers) was complicated by Covid, and in turn, the opportunities were not consistently communicated to students. Moving forward, we are confident that the number of students taking advantage of this opportunity will grow, and we look forward to eventually connecting our students with workforce opportunities in these areas.

Johnston County Schools

\$60,000 2020-2021

Goal of Grant Program:

JCPS set both quantitative and qualitative goals for the JoCo Teach initiative. Measured in numbers, the JoCo Teach is 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 can be observed while in high school through their participation in student-teaching experiences in local classrooms. Feedback from cooperating teachers can help students determine areas of strength and areas to work on, and the coordinator can use the feedback to adjust lessons for JoCo Teach students to ensure the students learn all skills necessary to become successful teachers in the future.

Activities Accomplished:

During the 2020-2021 school year, we placed 11 JoCo Teach students in local classrooms for student-teaching field experience as part of Teacher Cadet II. Covid-19 protocols required that all students had to complete their field experience online. Students were placed with classes based on their preferred content and grade level. Five students worked with elementary classes, four students worked with middle school classes, and two worked with high school classes. The students joined the classes beginning January 22nd and volunteered in the class for 15 weeks. During that time, students tutored, created review games, led reading groups, developed slideshows, and provided direct instruction for their assigned classes. Cooperating Teachers provided detailed feedback for at least two lessons led by the students. Students applied their knowledge from the curriculum purchased with this grant in order to best teach the students in their assigned classes.

Additionally, 17 students successfully completed the Teacher Cadet 1 course. In addition to completing the curriculum, all 17 students observed classrooms, read to students, and led a group lesson for local elementary and middle school classes. These activities were completed online due to Covid-19.

As part of the 2021-2022 school year, 16 students are enrolled in Teacher Cadet 1 and 14 students are enrolled in Teacher Cadet 2.

Student Academic Progress:

The purchase of Chromebooks allowed students to access the online Educators Rising curriculum, participate in virtual student-teaching, and attend the online Educators Rising National Conference.

Due to Covid-19, all of our local community college classes have been moved online. The Chrome books purchased with this grant have allowed students to take online classes through Johnston Community College (JCC) to complete college courses as part of the Career and College Promise program. In Spring of 2021, ten rising juniors in the JoCo Teach program enrolled in JCC courses for Fall 2021. All courses are part of the pathway towards earning an associate degree in teacher preparation or college transfer. Transportation is also provided to JCC for an online lab through the grant funding.

JoCo Teach students make up 20% of all Smithfield-Selma High School students enrolled in CCP courses, despite making up less than 1% of the school's total population.

Through Teacher Cadet and Educators Rising Conference Training, the JoCo Teach Coordinator has been able to plan lessons for the Teacher Cadet 1 course. As a result, 45 students have been through or are currently enrolled in Teacher Cadet 1, where they learn the basics of classroom management, lesson planning, identifying and overcoming student barriers, and changes in the education profession.

With the purchase of the Educator's Rising curriculum, 28 students have received training in classroom culture and management, backwards planning, evaluating data from assessments, high-leverage classroom practices, and anti-bias instruction as part of Teacher Cadet 2. With the completion of Teacher Cadet 1 and 2, students receive college credit for EDU 187, Intro to the Teaching Profession.

Lexington County Schools

\$60,000 2020-2021

Goal of Grant Program:

The goal of the Career Development initiatives is to increase career awareness and development for students and parent s. Prior to obtaining funds from the grant, one person served as Career Development Coordinator (CDC), Special Populations Coordinator, and Curriculum Instructional Management Coordinator for the district. Through the grant funds, we were able to hire a full time CDC. The goal is for the CDC to communicate with students/parents and facilitate partnerships with business and industry, post-secondary institutions, and other organizations in the community to support students' transition to the workforce and postsecondary education. The CDC is expected to create a comprehensive career development program by implementing the following: Lunch and learns with business and industry partners, field trips to the community college, STEAM summer camps for students, Student and parent career attitude and awareness surveys, and facilitate student profiles and career interest in Major Clarity career readiness platform. In addition, the CDC will coordinate business and industry tours, student portfolios, and use of on-line resources for career preparation.

Activities Accomplished:

Some of the program initiatives were moved online in light of school closures due to COVID. During the 2020 -2021 school year, the CDC held "Career Chats" for students on Fridays (students did not have

synchronous classes on Fri days). Career Chats featured individuals from an assortment of careers who spoke with students about their career and the education needed to enter that career field. In addition, once some of the restrictions eased and students returned to in-person learning, the CDC took students to the Community College to tour various departments and learn about apprenticeship opportunities. Lastly, the CDC continued career exploration activities during the summer with “Tell Me Tuesdays” and “Workforce Wednesdays.” Each Tuesday, a speaker discussed various career fields or educational opportunities with students. Some of the topics included: Cyber Security, the local Workforce Development Agency, and Masonry. In addition, on Workforce Wednesdays, students in summer school were visited by multiple mobile labs from the community college.

The CTE staff attended the State CTE conference during summer 2021 virtually and LCS teachers participated in Apple training. These activities were funded through matching grant funds.

Student Academic Progress:

Many of the activities proposed in the grant had to be postponed due to students attending school virtually during most of the 2020-2021 school year. However, we were able to fulfill the largest activity of the grant which was hiring a CDC. The addition of a full time CDC has been paramount in accomplishing one of our goals and that was to increase the number of students taking courses and entering career pathways at the Community College. The statistics for Community College enrollment are as follows:

- 2019-2020: 34 students enrolled in 36 courses
- 2020-2021: 59 students enrolled in 179 courses

First half of 2021-2022: 46 students enrolled in over 150 courses (Will continue to enroll students during 2nd semester and anticipate a large increase)

The CDC and CTE Director conducted numerous Zoom meetings with parents and students promoting Community College courses. In addition, mailings were sent home as well as phone messages advertising the programs.

Lincoln County Schools

\$53,550 2020-2021

Goal of Grant Program:

- Implementation of MajorClarity career exploration, career awareness and college preparation in middle and high schools
- Expansion of career- and college-related field trips for students
- Expansion of career- and college-related professional development trips for teachers
- Continue the College and Career Readiness presentation for all Lincoln County Schools 8th graders using EdgeFactor with Gaston College

Activities Accomplished:

1. More students are becoming acclimated to Career Awareness and Career Planning prior to high school due to the implementation of MajorClarity. All 8th graders have created accounts in MajorClarity with parental access.
2. The annual Career and College Day was scheduled with EdgeFactor, LEDA (Lincoln Economic Development Association) and middle schools to ensure all 8th grade students participated in the annual event (virtual during March 2021 and no campus tour of the community college).

3. Due to COVID, no student field trips were scheduled during 2020-2021.
4. Due to COVID, no teacher professional development was scheduled during 2020-2021.

Student Academic Progress:

1. MajorClarity Career Exploration/Career Planning program was purchased for middle and high school students
 - a. During the COVID year, all 8th grade students completed the career interest inventory located in MajorClarity
 - b. MajorClarity was used by high school guidance counselors for assistance in planning high school student registration and planning
 - c. Students who completed the MajorClarity were more inclined to register for high school classes/pathways that identified with their career interests
2. The annual Career and College Day was repurposed to be a virtual presentation utilizing EdgeFactor. All 8th grade students participated in the virtual Career and College Day. Typically, all 8th graders travel to our local community college (Gaston College) for a Career Presentation using Edgefactor followed by a tour of the campus. Due to COVID, students did not participate in the campus tour.

McDowell County Schools

\$60,000 2020-2021

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, robotics, and Lego kits have been purchased.

Student Academic Progress:

The district put in an A/B week (one week remote, one week in-person) schedule. Due to the limited movements allowed through the COVID 19 protocols, this changed the elective schedule to all students receiving two weeks of engineering and robotics this school year.

Though this does not affect the primary goals or objectives during this period, the application of these goals and expectations looks differently.

Mount Airy City Schools

\$60,000 2020-2021

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 p 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 consist of (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 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 th 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:

The use of Xello, online platform, helped the career development facilitator of SAFER Surry identify 39 students last year that show potential career matches to the goals and alignment of the project. This provides a great springboard for the CDF to communicate and empower students for these potential opportunities. This school-based resource allows the CDF to work smarter with the school counselor and career development coordinator as they all collaborate to better serve our high-school students.

Student Academic Progress:

At the end of the 2020-2021 school year, 9 students had signed up to be a part of the SAFER Surry project. These students are diverse in background, ethnicity, gender and socioeconomic status. They are eager to engage in their coursework through the opportunity of SAFER Surry and our partnership project. These 9 students have enrolled with Surry Community College to take emergency medical technician (EMT) and criminal justice coursework.

Purnell Swett High School, Robeson County Schools

\$60,000 2020-2021

Goal of Grant Program:

The goals for the EWIF Grant awarded to Robeson County Schools- Purnell Swett High School was to sustain the Jobs for NC Graduates Program at that location.

The program at Purnell Swett high school is using the Goals of JAG National which are measured a year following graduation. 90% Graduation Rate- PS 100%, 60% Job or post secondary placement- Due to Covid, this number is below 60%, 60% Full time employment- PS 85.71%, Positive Outcomes- 75%, PS 69%. Further Education 35%- PS 10%.

The JNCG program at Purnell Swett High School is highly respected and an integral part of the success of the school. The students are better prepared for life after high school whether it be post-secondary education, employment or the military.

All 37 points of the curriculum have been introduced and mastered by many of the students.

Activities Accomplished:

The program has a veteran specialist. Using in-person and online instruction (due to Covid) she has been able to engage and meet the needs of the students in the JNCG classroom. Robeson County Schools uses the Canvas platform for online instruction.

Student Academic Progress:

2020-2021 School year- 28 Students served in the program, 100% Graduation Rate for Students enrolled in JNCG. The students had an average of 6.1 average documented barriers to graduation

2021-2022-First Semester- 23 Students served in the program the first semester of the school year. These students have 7.9 average documented barriers to graduation.

Roanoke Rapids Graded School District

\$60,000 2020-2021

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.

Activities Accomplished:

Goals Met in Year 1

- The partnership with J.H. Dixon an area construction company remains intact.
- One area of an existing learning space in RRHS Math/Science/CTE building has been changed to accommodate the Electrical Trades courses.
- Currently offering 38 CTE Courses.
- There are currently 11 career pathways.
- All course equipment has been purchased.

Goals Not Met in Year 1

- There are 12 students currently registered for Electrical Trades I for spring 2022 instead of 15, however this enrollment number could increase or decrease during spring registration.

Student Academic Progress:

Due to COVID-19 the original timeline for the program to start had to be pushed back. Therefore, students have not started the new programs. Students are schedule to begin Spring 2022 in Electrical Trades I. Therefore, there is no student academic progress to report as related to program initiatives in listed grants. However, a teacher has been identified to teach the Electrical Trades I course

Rockingham County Schools

\$60,000 2020-2021

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 Rockingham Community College (RCC) annually.

Goal #10: 90% of CDAA students will achieve a 2.8 GPA or better at Reidsville High School (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:

The facts and data that we employed to judge the success of our program initiatives are included throughout this document. Each original goal is identified in parenthesis with an accompanying assessment of the success in achieving that goal. In short, we are more optimistic about the future prospects of our program than we are pleased with the initial outcomes of the original goals set. The grant funding has helped us get on the right track toward success. We are poised to implement each of the strategies with much more fidelity now that we anticipate returning to in-person instruction for the entire school year. The process also helped us to uncover a serious issue with helping our students gain access to critical post-secondary opportunities. We found low student grade point averages to be more of a barrier than originally anticipated. The grant helped us make strides to ensure (through our interest inventory strategies at middle school) that students are aware of their interests and are aware of the opportunities available to them to develop such interests and to earn a living capitalizing on such. However, we have found that it is not enough that our students are aware of opportunities but that they also have to be ready for opportunities. The 37.5% of our Academy students that achieved a GPA of more than 2.8 means that a great majority of our students will not be eligible for CCP and apprenticeship opportunities if this factor does not change.

Student Academic Progress:

(Goal #11) Students enrolled in the CDAA has grown from 29 students in August of 2019 to 51 students in August of 2020 and 88 students in August of 2021. This constitutes a 300% increase in the number of students enrolled in the Academy.

(Goal #10) 37.5% of current 11th grade CDAA students had at least a 2.8 GPA. Much work needs to be done in this respect. The intent of the Academy was to attract students who may have been unsuccessful with traditional education delivery. While CDAA students are experiencing success in their design classes, they are not performing as well in their other high school classes. The student GPAs most certainly were affected by school closures and the inherent challenges of remote instruction. Remote learning may have had a particular impact on the type of students that the CDAA is likely to attract (visual learners). Nonetheless, we will employ strategies that we believe will increase student GPA so that they will be eligible for CCP opportunities while in high school as well as post-secondary opportunities after high school.

(Goal #5) Virtual Presentations were given in ALL 8th grade classes. 80% percent of students completed their career cluster surveys and received their results.

(Goal #6) Virtual Presentations were provided to in ALL 7th grade classes within the district. 85% percent of students completed their interest inventories.

(Goal #8) Supplies, equipment and specialized furniture to support instruction within the CDAA through the funds made available through this grant. The grant funding afforded us the opportunity to develop a design lab at RHS to be utilized by all CDAA classes.

\$60,000 2020-2021

Goal of Grant Program:

Through initial conception and design of the project supported by this grant, Rutherford County Schools (RCS) seeks to ensure that every graduate is prepared for postsecondary success. The school district intends to substantially enhance its graduates' readiness for postsecondary success through multiple integrated strategies. First, it seeks to connect students to in-demand careers and majors that align with students' skills and interests with emphasis on local and regional career opportunities. Second, it seeks to build the capacity of secondary teachers to actively engage in the career development of students with emphasis on understanding the employment landscape locally and regionally. Third, it seeks to create and sustain innovative, engaging curriculum concentration pathways aligned to career and college opportunities and meaningfully informed by the input of business, industry, and community college partners. Fourth, it seeks to leverage agency partnerships 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:

With The COVID-19 pandemic has significantly impacted the timeline of program implementation. Even amid the everchanging educational and workforce landscapes during the last 18 months, significant collaborative efforts have been made with business and industry partners to identify local and regional career opportunities and the associated educational requirements and workforce demands. While the development of the Local Career Finder online platform has not begun, preliminary collaborations and data gathering have occurred that will propel the platform's development once initiated. Naviance, an online comprehensive college and career readiness solution, improves student outcomes by helping connect students' strengths and interests to career and life goals by guiding students through a series of self-discovery activities. Based on students' strengths inventory data, Naviance connects students to career options, guides students to set goals, develop self-knowledge, and foster personal motivation for success. During the 2020-2021 school year, the timeline for implementation of the full Naviance scope and sequence was slowed; however, progress was made in exposing students to the tools available to assist with career exploration and preparation. In an effort to build teacher capacity to support students in their career development, teachers participated in targeted Naviance professional development.

Student Academic Progress:

For the 2020-21 school year, 390 of our traditional high school students completed 1736 Isothermal Community College courses. Of these students, forty-five percent engaged in the college transfer pathways. Fifty-five percent engaged in career-technical pathways including Business Administration, Criminal Justice Technology, Mechanical Drafting Technology, Agribusiness Technology, Medical Office Administration, Welding Technology, Computer Engineering Technology, Mechanical Engineering, Equine Business, Information Technology, and Esthetics Technology. Twenty-eight students from our traditional high schools earned associate degrees, and, in addition, 23 Career and College Program (CCP) pathway credentials were earned.

Surry County Schools

\$60,000 2020-2021

Goal of Grant Program:

Number of students enrolled in a career academy (pathway) and a work-based learning experience. (Our goal is 40 total per year):

- Spring 2020: 108 total students in a work-based learning experience. 38 Next Generation Career Academy Interns are included in this number.
- Fall 2020: 36 total students in a work-based learning experience. 12 Next Generation Career Academy Interns are included in this number.
- Spring 2021: 65 total students in a work-based learning experience. 35 Surry-Yadkin Works (previously Next Generation Career Academy) interns are included in this number.

Number of students completing a high school diploma plus stackable career credentials:

- Spring 2020: 244 students earned a high school diploma plus stackable career credentials.
- Spring 2021: 290 students earned a high school diploma plus stackable career credentials.

Number of students earning college credit and total number of college credits earned in technical programs leading to employment:

- Spring 2020: 631 students earning high school credit and 940 college credits earned in a technical program.
- Summer 2020: 56 students earning high school credit and 12 credits earned in a technical program.
- Fall 2020: 1005 students earning high school credit and 659 college credits earned in a technical program
- Spring 2021: 1021 students earning high school credit and 776 college credits earned in a technical program

Number of industry-validated and recognized credentials earned:

- Spring 2020: 514 total industry-validated and recognized credentials were earned.
- Fall 2020 & Spring 2021: 885 total industry-validated and recognized credentials were earned. 70 total comes from Surry-Yadkin Works interns

Number of students employed in a career based on their field of study:

- No data available. The CTE Concentrator Survey will be administered during the 2020-2021 school year.
- Summer 2021 CTE Concentrator Survey Data was conducted, but data is only available for 2018-2019 graduates. Surveys have been conducted, but data is not available for the past summer.

Number of business/industry partnerships providing internships and/or apprenticeships:

- Spring 2020: 50 total business/industry partners providing internships &/or apprenticeships.
- Fall 2020: 27 total business/industry partners providing internships.
- Spring 2021: 37 total business/industry partners providing internships.

Student achievement and growth data including college and career ready in reading for all students in grades 3-8; college and career ready in math for all students in grades 3-8:

- Baseline Data: 18/19 reading 5 CCR grades 3-8 = 50.7 18/19 math 5 CCR grades 3-8 = 47.0
- 20/21 Data: reading CCR grades 3-8 = 31.1% / 20/21 math CCR grades 3-8 = 30.3%

Activities Accomplished:

We were able to offer several enrichment activities for our students. Some of these are Camp Med for our high school students and Surry Live and Learn for our elementary age students. Thirty-two students were able to participate in these activities at no cost. In our district where a high level of poverty exists (45%), this is a gamechanger for lots of our students.

Interns experienced high quality professional development and industry recognized credentials through Surry Community College in Human Resource Development Skills, OSHA 10 General Industry, Microsoft Office, DiSC Personality Assessment, Introduction to LEAN Manufacturing, & Public Speaking Skills.

Student Academic Progress:

Spring 2021: The grant has been used for stipends and travel in our Surry-Yadkin Works work-based learning program. Without this funding many of our interns would not have been able to access the wonderful opportunities provided by this program. In the 2020-2021 school year we had 101 students who served as interns. Almost 10% of our juniors and seniors were able to take advantage of this program with the help of funding from this grant during a global pandemic. One hundred percent of our interns served in this program graduated with our cohort vs. an 89% overall graduation rate for the district.

Wake County Public Schools

\$60,000 2020-2021

Goal of Grant Program:

The original goals for this program and initiatives were to: (1) provide student internships, (2) have students use Plasma Games, (3) provide teachers access to the teacher portal, (4) host a STEM night, (5) serve on Vernon Malone College and Career Academy game development advisory council, and (6) customize Sci-Ops: Global Defense to incorporate Wake Technical Community College

Activities Accomplished:

(1) Provide student internships – Three WCPSS students received internships with Plasma Games. While it was anticipated that 30 students would choose to intern, COVID impacted the level of participation. Plasma Games accepted every student that applied. The student 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. Projects included designing an educational game mechanic tied to North Carolina's science standards, applying their educational game mechanic to create an engaging level, designing social media posts with relevant hashtags, conducting 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.

(2) Students use Plasma Games - All middle school, high school chemistry, and high school physical science students in Wake County were given access to Sci-Ops Global Defense. 4048 students were able to use Sci-Ops as a high-quality instruction option which was tremendously valuable during remote learning.

(3) Teachers have access to the teacher portal – 192 teachers received professional development training on Sci-Ops: Global Defense and access to the teacher implementation resources. Teachers had access to a teacher portal allowing them to track student progress, manage classes, explore all of the in person and virtual student activities, and utilize all the teacher support materials for successful implementation of Plasma Games. Originally WCPSS planned to use grant funds to pay for licenses but

received funding from another source for this access. Given that change, WCPSS was able to negotiate with Plasma Games to build tailored student activities and teacher integration materials. WCPSS teachers met and consulted with the curriculum team at Plasma Games to develop additional student activities and provide feedback based on their in-class experiences with the activities. Through this collaborative partnership of WCPSS teachers and the Plasma Games curriculum team, tailored resources were created to ensure teachers were able to more intentionally utilize Sci-Ops: Global Defense to teach their NC Essential Standards for science (Grades 6-8, Chemistry, Physical Science, and AP Chemistry.).

(4) Host a STEM night – WCPSS was not able to host a STEM night due to COVID-19

(5) Board of Advisors – Plasma Games' CEO sat on the board for Vernon Malone's College and Career academy to help direct the schools game development curriculum and overall direction of the school.

(6) Customization of Sci-Ops: Global Defense to incorporate Wake Technical Community College – One of the female STEM experts in the game was given a STEM career background that included a AAS degree in applied science with a focus in computer science from Wake Technical Community College. This STEM expert then became a software engineer with Epic Games, a senior cyber security network engineer with Cyber Security Solutions, and a VP special security projects with NASA.

Student Academic Progress:

All middle school, high school chemistry, and high school physical science students in Wake County were given access to Sci-Ops Global Defense. 4048 students were able to use Sci-Ops as a high-quality instruction option which was tremendously valuable during remote learning.

This year North Carolina State University researchers conducted independent 3rd party research on the effectiveness of Plasma Games. Below are the key findings and research details.

Key Findings

1. Plasma students wanted a chemistry related career only decreased by -10%, while students without Plasma decreased by over -85%.
2. Plasma students' need for chemistry in their desired career increased by +1.5% while students without Plasma decreased by -5.8%.
3. The more levels students completed, the larger the increase in their value for science (interest, perceived usefulness, and importance) up +23.7%.

Research Details

For chosen career, students entered their desired career in an open-ended text box and chose a matching career from a selection of five potential careers listed in the O*Net database. They did this three times. These O*Net careers were matched with the O*Net listing of Chemistry importance and level required for each career. The average of the three careers was calculated for each student to create a continuous variable of Chemistry importance and level required for their desired career. This was also analyzed in a different way, setting a 55-point threshold importance/level. This number appeared to mark a transition from careers that required chemistry in trades (e.g., Terrazzo Workers and Finishers at 54) and in science practice (e.g., Biofuels Processing Technicians at 55). This approach was chosen over one looking at specific careers given the evidence that even among those who begin college in a STEM field, nearly half change career goals while remaining in the general field (Rosenzweig et al., 2021). Focusing on the level of Chemistry required by the desired career allows for this sort of shifting while drawing an important distinction between students who will pursue the type of Chemistry training that is needed in a variety of chemistry-dependent industries located in North Carolina and those who will not.

As treatment was assigned at the teacher level, a designation of “treatment” was given to all the students in a teacher’s class if at least 60% of that teacher’s students played the games. A designation of “control” was given to all the students in a teacher’s class if less than 40% of that teacher’s students played the games. Those students whose teachers had been between 40% and 60% players in their class were excluded from the analysis. This was done to form a treatment/control comparison that does not rely on endogenous variables (for example, the likely fact that kids who like science might play the game more). Expectancies and values for science, value of STEM for future career, and chosen career were considered as outcomes.

Limiting the data to only those 186 students in high school, there were 144 treatment students and 52 control students. With this sample, treatment assignment was associated with an increase in Chemistry needed for their desired career. These results were calculated using regression models that regressed posttest desired career Chemistry score on treatment status, controlling for pretest desired career Chemistry score, and student gender. On average, treatment students desired a career that required a Chemistry knowledge of four points higher (range 0-90) than control students (e.g., the difference between a Firefighter and a Geoscientist). This result was statistically significant at a value of .038. This is an effect size of one quarter of a standard deviation (.25) of the required Chemistry for careers in the sample. This same result was replicated with a logistic regression using the 55-point Chemistry cut-off as noted in the career measure description above. Treatment students were more likely to move to a Chemistry-intensive career after the study period than were control students (Odds Ratio: 8.73, $p = .042$).

Below are the average Chemistry levels divided between treatment and control and pre and posttest for the sample. There are fewer than 186, because not all students listed a career that could be coded using the O*Net (e.g., some students hand-entered nonsensical careers, others included careers without Chemistry info within the database).

	Pretest Chem Level	Posttest Chem Level	N
Control	32.83	30.92	46
Treatment	37.43	38.01	122

Below is the percent by treatment and control that were over the 55-point cutoff. The effect is largely from the control students transitioning below the threshold during the study period.

	% Above 55	
	Pre	Post
Control	15.22%	2.17%
Treatment	16.39%	14.75%

Turning to an analysis that considers students’ actual levels of play instead of treatment assignment, all high school students in the study sample were included (including those who were eliminated because between 40 and 60% of students in their class played). This leaves a sample of 212. Regressing motivation and Chemistry career variables on pretest score, gender, and number of levels played, there was a statistically significant association with levels played and students’ increased value for science (interest and perceived usefulness and importance). For each level played, students’ value for science increased by 0.04 points on a 5-point scale. This equates to .14 of a SD of science value per level. Extrapolating this, completing all 15 levels would result in an increase of .6 of a point on the 5-point value scale or 2.1 of a SD--a sizable difference.

The average science value for a girl who has played zero levels would be 2.53 (slightly higher for a boy). Playing additional levels would result in an increase of .04 per level. Playing all 15 levels would result in an average science value of 3.13. This year, learning gains were not measured, because the previous year's study accomplished this goal. The results from the previous independent NCSU research team found that Plasma significantly increases student learning (+19%), motivation, and confidence in chemistry and STEM for all genders, races, and socioeconomic status.

Wallace-Rose Hill High School, Duplin County Schools

\$60,000 2020-2021

Goal of Grant Program:

The goals of the Jobs for NC Graduates (JNCG) Program are to create business, industry, and education partnerships 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, and graduate ready to successfully transition into a career and/or pursue a postsecondary education to enhance career entry and advancement. Further goals of the program are to improve graduation rate of participants, help students overcome barriers to academic success, assist students with college and job applications, and expose students to career pathways through classroom support, guest speakers, field trips, and follow-up support after graduation.

The JNCG program also aspires to meet the goals of the national Jobs for America's Graduates (JAG) program to include 90% of participants attain a high school diploma or GED, 80% of participants experience a positive outcome (including employment, postsecondary education enrollment, or military), 60% employed in a job in the public or private sectors, 60% employed in a full-time job, and 80% in a full-time placement (including employment, postsecondary enrollment, or a combination of work and school).

Activities Accomplished:

The Wallace-Rose Hill Jobs for NC Graduates Program has employed a full-time instructor to ensure full continuing program implementation during the 2020-21 school year. Program activities are implemented to align with the JNCG competencies, which include career development, job attainment, job survival, basic skills, leadership and self-development, personal skills, life survival skills, workplace competencies, and economic empowerment competencies. Each competency has a lesson plan that was used to provide instruction to help students understand that component of the course. In addition to these competencies, students also receive academic support in reading, math, communication, and technology to improve their outcomes and likelihood of high school graduation. During the 2020-21 school year, students were provided with a blend of face-to-face and virtual instruction which hindered many of the hands-on, face-to-face activities that typically occur in the course. COVID-19 restrictions prohibited field trips and guest speakers, so these activities were limited. However, students were able to travel to GE Aviation and Cape Fear Community College.

Through Zoom and other virtual platforms, JNCG students were also able to engage with business and industry professionals from Murphy Family Ventures, Duplin County Sheriff's Department, Ernst and Young, Honeywell, James Sprunt Community College, and NC Highway Maintenance Department.

Since the school year ended in May 2021, the Wallace-Rose Hill JNCG instructor has maintained contact with participants from the Class of 2021 and will continue to provide support over a twelve-month period as these students seek and maintain employment or postsecondary enrollment.

Student Academic Progress:

During the 2019-2020 school year, 100% of seniors participating in the Wallace-Rose Hill JNCG Program graduated from high school, compared to 81.3% of seniors at Wallace-Rose Hill High School and 84.2% of seniors in all Duplin County Schools High Schools. During the 2020-21 school year, 96.0% of seniors participating in the Wallace-Rose Hill JNCG Program graduated from high school. Official 2020-21 graduation rate data has not yet been approved by the NC State Board of Education and is therefore unable to be published at this time.

For students in the Class of 2020 who participated in the Wallace-Rose Hill JNCG Program, 81.82% achieved one of the positive outcomes described above, including 63.6% who found full-time employment or joined the military and 18.1% who enrolled in full-time postsecondary education.

Students in the Class of 2021 will receive follow-up support for twelve months after graduation at which time employment and enrollment data will be collected.

Warren County Schools

\$60,000 2020-2021

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 program 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 coincide 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.

Allocation of grant funding geared primarily to the students and their work-based learning opportunities, so they can have paid internships related to their career interest. Students in each of the Career Academies at Warren County High School complete a series of Career and Technical Education (CTE) courses throughout high school. Those served directly by this grant project will be 12th graders.

Activities Accomplished:

The Work to Success project team will be testing a new approach to workforce preparation for 12th graders in the small rural school district of Warren County, especially those interested in vocational trades, business management or entrepreneurship.

During the fall semester, the course structure for entrepreneurship studies will be Advanced Studies, for which each interested student prepares a research paper and presentation. They can learn about a local

employer that interests them, they can conduct market research on a business idea they would like to pursue, or they can participate in a hands-on agricultural project. Leslie Scott will be an online mentor to each student in research they can do from their computers and be a liaison to local business owners who may want to host a student internship project in the spring. Later in the fall, all participating students will participate in NC REAL workshops that use exercises to learn about business, marketing and finance. NC REAL facilitator Tonya Snider will participate by videoconference in the classroom.

In the spring semester, the course structure for the Work to Success grant will be CTE Internship. Students will spend MTF half days over at least 12 weeks working in a business based in Warren County or working with a mentor to create their own small business. Each student will each keep a log of their tasks and reflections and prepare a summary to present at the end of the term. Each student will also read the book *Who Owns the Ice House?* about the eight entrepreneur mindsets and attend the sessions with Leslie Scott. At the end of the semester, each employer and mentor will be asked for an honest assessment of how they benefited and what they learned and be invited to the final class session where each student reports out.

Student Academic Progress:

Due to the onset of the pandemic, students participated in remote/virtual learning which presented limitations in this rural school district with limited to no access to the school/college campuses. Therefore, the Warren County High School teachers who work directly with the academy students participated in certification workshops offered throughout the grant in both experiential entrepreneurship (based on NC REAL) and the success mindset (based on Ice House). Now the teachers can implement these certifications to the students as co-curriculum.

Washington County Schools

\$60,000 2020-2021

Goal of Grant Program:

Washington County Schools would like to expand its Career and Technical Education (CTE) program. The Washington County Schools CTE program would like to add the Manufacturing cluster and implement a welding program at the traditional high school; Washington County High School.

Manufacturing is one of the fastest growing industries in Eastern North Carolina and the largest employing industry in Washington County. The goal of adding this program is to provide our students with the opportunity to pursue courses of study that are aligned with their interests as well as give them opportunities to earn industry recognized credentials, dual credit and hands-on experience.

Washington County Schools is collaborating with Beaufort County Community College in hopes to graduate more students career and college ready. Beaufort County Community College will provide a certified instructor as well as education and training. Collaborating with Beaufort County Community College will afford our students the opportunity to continue to pursue their career goals beyond high school as the courses taken in the welding program at the high school will count as dual credit.

The Education Workforce Innovation Fund will be utilized to purchase needed welding equipment and supplies. The Education Workforce Innovation Fund will be used to complete necessary renovation and construction in order to design a welding lab to include at least 10 traditional work stations as well as virtual welders.

Activities Accomplished:

Washington County Schools applied for the Education Workforce Innovation Fund in order to purchase needed supplies and equipment to implement a welding program at Washington County High School. The welding lab is set up and ready for student learners! There are 10 welding booths equipped with MIG and TIG Welders. There is also an Iron Welder and 2 virtual welders. Construction and renovation is complete and includes the building of a dividing wall, electrical rewiring, and the installation of the exhaust system. Student supply kits have been purchased that include items such as coats, gloves, and helmets. Funds were also used to purchase various essential welding consumables.

Student Academic Progress:

The welding program is extremely hands-on and requires face to face attendance. Due to COVID restriction we were unable to offer welding. During fiscal year 2021, our students participated in remote learning. Since welding requires hands-on practice, we were unable to offer this course to our students.

Washington County Schools CTE department continued to market the upcoming program to our students in the form of virtual interest meetings and virtual guest speakers. Washington County Schools CTE department also sent out informational flyers about trades to include salary, job descriptions and education needed.

Yadkin Valley Regional Career Academy

\$60,000 2020-2021

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:

Using these funds, YVRCA was able to fulfill the ongoing need for summer extended employment for staff in order to review, revise, and make plans to implement improved STEM and project-based learning instruction for the upcoming school year. The school was also able to maintain coaching support not only through the on-staff PBL/STEM coach, who provides ongoing support for teachers and students, but through outside consulting with RTI International. Although not able to meet in person, there were several zoom sessions between RTI staff and YVRCA staff. During these sessions, RTI and YVRCA staff worked together to hold discussions regarding exploring inquiry-based learning, creating a graduate profile, revisiting our ASPIRE traits, examining YVRCA pillars, and, lastly, looking towards the 21-22 school year and making preparations for it in order to best suit the needs of students returning to school after a pandemic

Student Academic Progress:

The COVID-19 pandemic resulted in a number of challenges and changes in the fundamental, day-to-day operations of YVRCA, requiring our students, staff, and administration to respond to the demands of completely remote/online learning and eventually to a hybrid model. Not only was this a challenge from a classroom instruction standpoint, but also from the perspective of meeting the ever-growing and unique

needs of our student population. Despite the obstacles of learning during a pandemic, the staff at YVRCA was able to support students, academically, socially, and emotionally, both through online and face-to-face mediums, as well as maintaining a STEM focus with an emphasis on career development. In addition, the school also experienced an increase in the amount of college credentials obtained by students, with students earning more certificates, diplomas, and Associates in Applied Science degrees than in any previous year. YVRCA also performed well in standardized testing, placing second district-wide in Math I proficiency despite the struggles of instruction during a pandemic. In addition, the school continued to perform well, with students across all grade levels passing 92% of their courses at a high school level, and 85% at a college level.

Yancey Valley Regional Career Academy

\$60,000 2020-2021

Goal of Grant Program:

The purpose for this program was to implement STEM education at the elementary and middle school level to establish district-wide, preschool – grade 14 pathways in Health Science, Computer Science and Engineering for students who wish to pursue these careers. In order to achieve this purpose, the following were goals and expectations of the program:

- Pilot the PLTW LAUNCH program at one elementary school the first year which would include setting up an account with PLTW, purchasing devices and supplies, training the teacher(s) and implementing the Computer Science lessons with preschool – 5th grade students.
- Prepare to implement PLTW LAUNCH at the remaining elementary schools in year two by training the Pilot PLTW LAUNCH teacher to be a PLTW Lead Teacher.
- Implementing the PLTW LAUNCH program at the remaining three elementary schools the second year which would include training teachers at those schools, purchasing devices and supplies and implementing the Computer Science lessons. During the second year, also purchasing supplies for all elementary schools for the remaining LAUNCH lessons that align with the Biomedical Science and Engineering pathways.
- Implement the PLTW GATEWAY program at both middle schools which would include hiring and training two PLTW teachers, purchasing devices, building time into the schedules to offer these modules and implementing the Design & Modeling module the first year, Medical Detectives the second year.
- Add CTE Computer Science Discoveries for all 8th grade students at both middle schools which would include training teachers and purchasing any needed supplies. (This goal will not be funded by this grant but is part of the STEM education plan for this project).
- Educate school personnel about the pathways available to students in grades 9-14 in Health Science, Computer Science and Engineering so they can share these opportunities with their students.

Activities Accomplished:

Implementation progress will be discussed by program goal below:

- Pilot the PLTW LAUNCH program at one elementary school the first year which would include setting up an account with PLTW, purchasing devices and supplies, training the teacher(s) and implementing the Computer Science lessons with preschool – 5th grade students.

- The PLTW LAUNCH teacher attended PLTW LAUNCH training in the fall of 2020 and setup classes in the early spring of 2021.
- The PLTW LAUNCH program was successfully piloted at Blue Ridge Elementary School during the 2020-2021 school year. This school contains 37 percent of our district's elementary students and includes preschool through fifth grade students (see the data in the previous section for more details). The Computer Science lessons were taught at each grade level.
- Prepare to implement PLTW LAUNCH at the remaining elementary schools in year two by training the Pilot PLTW LAUNCH teacher to be a PLTW Lead Teacher.
 - The Pilot PLTW LAUNCH teacher completed PLTW Lead Teacher Training in June of 2021.
 - PLTW LAUNCH Classroom Teacher Training Kits were purchased in June of 2021 so that PLTW LAUNCH training can take place in early fall of the 2021-2022 school year for the remaining three elementary schools.
- Implementing the PLTW LAUNCH program at the remaining three elementary schools the second year which would include training teachers at those schools, purchasing devices and supplies and implementing the Computer Science lessons. During the second year, also purchasing supplies for all elementary schools for the remaining LAUNCH lessons that align with the Biomedical Science and Engineering pathways.
 - Eighty student devices were purchased in the spring of 2021 for use at all four elementary schools in the district. Our original intention was to purchase iPads but due to limited supply and expense, we chose a different device which turned out to be more versatile, user friendly and less expensive. This allowed us to purchase 20 devices for each school instead of the originally planned eight per school and use the savings to offset higher supply and material expenses.
 - Supplies and materials for the PLTW Computer Science lessons were purchased for the remaining three elementary schools and refill supplies were ordered for Blue Ridge Elementary School which will be teaching these lessons for the second time this year.
- Implement the PLTW GATEWAY program at both middle schools which would include hiring and training a PLTW teacher, purchasing devices, building time into the schedules to offer these modules and implementing the Design & Modeling module the first year, Medical Detectives the second year.
 - A teacher was hired in May of 2021 to teach the PLTW GATEWAY modules at the middle school and was registered for PLTW GATEWAY training during the summer of 2021 on the Design & Modeling and Medical Detectives modules.
 - Time has been allocated during the school day at each middle school to for each grade level to deliver PLTW instruction throughout the school year.
 - Fifty-three student devices were purchased for the middle schools during the spring of 2021 in preparation for implementing the PLTW GATEWAY program at both middle schools in the 2021-2022 school year. The non-consumable supplies and equipment for the Medical Detectives module were purchased in the spring of 2021. Non-consumable supplies and equipment were ordered for the Design & Modeling module in spring of 2021 but due to manufacturing delays, not all were received during the 2020-2021 fiscal year and remaining planned engineering purchases were pushed into the 2021-2022 fiscal year.

- Adding Computer Science Discoveries for all 8th grade students at both middle schools which would include training teachers and purchasing any needed supplies. (This goal will not be funded by this grant but is part of the STEM education plan for this project and will be taught through CTE).
 - Two CTE middle school teachers attended Computer Science Discoveries training provided through the Friday Institute during the summer of 2020.
 - Computer Science Discoveries was taught at both middle schools to all 8th graders during the 2020-2021 school year during their CTE time.
- Educate school personnel about the pathways available to students in grades 9-14 in Health Science, Computer Science and Engineering so they can share these opportunities with their students.
 - A training session was held in March of 2021 regarding all programs offered at the high school, including all Career and Technical Education pathways and the Career and College Promise pathways available to students.
 - Present at the meeting were all elementary, middle and high school counselors, principals, assistant principals and data managers. Also present were the Directors of Curriculum, Exceptional Children, Preschool, Power School, and Career and Technical Education.
 - Others present included the Yancey County Schools' Superintendent, CTE Career Development Coordinator, Community College High School Liaison and the Community College Vice President of Instruction and Workforce Development

Student Academic Progress:

Student achievement for the 2020-2021 school year is tied to Blue Ridge Elementary School where the PLTW LAUNCH program was piloted. The following data pertains to that school and student population only. Grant funds from this program were used to purchase student devices for the elementary students and a teacher laptop. The elementary school PLTW teacher attended PLTW LAUNCH training and began implementing the PLTW Computer Science lessons to all 309 students at Blue Ridge Elementary in the spring of 2021. These students make up 37 percent of our district-wide elementary school population. A breakdown by grade level is provided below:

- 10 - Preschool Students (55 percent of preschoolers in the district)
- 57 - Kindergarten Students (37 percent of kindergartners in the district)
- 44 - First Grade Students (34 percent of first graders in the district)
- 58 – Second Grade Students (41 percent of second graders in the district)
- 51 – Third Grade Students (36 percent of third graders in the district)
- 47 – Fourth Grade Students (36 percent of fourth graders in the district)
- 42 – Fifth Grade Students (33 percent of fifth graders in the district)

With this being the first year of implementation and the previous year being disrupted by the pandemic, comparisons of the effect on reading and math skills cannot be drawn at this time. There was no test data for the 2019-2020 school year and test data for the 2020-2021 school year has not yet been released. However, we do know that what the students were learning in their PLTW lessons was already impacting their learning in their core subjects by talking with their teachers. One example of this impact came from the fifth-grade class. The fifth-grade teacher was teaching circuitry during a science lesson and was

surprised to find that students already knew the answers. When she asked the students where they learned this information, they explained they had learned about electricity and circuits to illustrate input and output for computers during their PLTW lessons. The teacher was very pleased and impressed.

Students very much enjoyed the lessons and actively participated in coding activities which was one of our main purposes of the program: to get students excited about STEM fields. Following are examples of the types of activities completed by students to strengthen critical thinking, problem-solving and teamwork skills through PLTW lessons.

Each grade level of students received computer science lessons and wrote a program using coding cards to move Rosie the Robot successfully across a game board. The difficulty of the program increased as the grade level increased with fifth grade being the most rigorous. The students liked working in teams, moving around the room while writing their programs, designing a program and testing their team's program. Their favorite part was working with Rosie the Robot to troubleshoot the programs. In addition, the third-grade students enjoyed using the Scholastic Story Generator to create a favorite book that changed depending on the situations presented (mimicking computer programs). Fifth grade students enjoyed designing their own robot using Google Draw to "build" it and then using ABC Animation to make the robot move.

Even though EWIF grant funds were not used for this goal, data is being reported since it was part of the STEM education plan for this program. The Computer Science Discoveries curriculum was implemented at both middle schools through CTE classes during the 2020-2021 school year. When examining the data for the 2021-2022 school year the high school level, we saw the number of incoming freshmen enrolling in beginning level computer programming classes increase by 400 percent, increasing from 2 freshmen in 2020-2021 to 10 freshmen in 2021-2022. To ensure this was not an anomaly, we also included data for the two previous years' enrollment. We know that adding Computer Science Discoveries at the middle school level has definitely impacted students' decisions to enroll in computer science pathways at the high school.

- 2018-2019 School Year – 12 Total Students
 - 0 – Freshmen
 - 4 – Sophomores
 - 2 – Juniors
 - 6 – Seniors
- 2019-2020 School Year – 8 Total Students
 - 0 – Freshmen
 - 4 – Sophomores
 - 2 – Juniors
 - 3 – Seniors
- 2020-2021 School Year – 12 Total Students
 - 2 – Freshmen
 - 2 – Sophomores
 - 3 – Juniors
 - 5 – Seniors
- 2021-2022 School Year – 28 Total Students

10 – Freshmen
8 – Sophomores
2 – Juniors
8 – Seniors

§ 115C-64.17 THE CAREER AND TECHNICAL EDUCATION GRADE EXPANSION PROGRAM

- (a) The Career and Technical Education Grade Expansion Program was established to expand career and technical education (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 career and technical education areas, career development coordination 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. Grant funds allocated to the local school administrative unit each fiscal year under the Program shall not revert but shall be available for the purpose of the grant program until expended.
- (b) Consideration of Factors in Awarding of Grants. – Local school administrative units applying for the Program shall submit an application that includes at least the following information:
1. A plan for expansion of the CTE program to sixth and seventh grade students, including the specific programs that will be expanded, the significance of CTE in the local school administrative unit, and how a grade expansion would enhance the education program and the community.
 2. A request for the amount of funds, a description of how the funds will be used, and any other sources of funds available to accomplish the purposes of this program.
 3. A proposed budget for seven years that provides detail on the use of the amount of funds to add personnel, increase career development efforts, and provide support services.
 4. A strategy to achieve meaningful analysis of program outcomes due to the receipt of grant funds under this section.
- (c) Selection of Recipients. - The Commission shall select recipients in a manner that considers diversity among the pool of applicants, including geographic location, location of industries in the area in which a local school administrative unit is located, and the size of the student population served by the unit, in order to award funds to the extent possible to grant recipients that represent different regions and characteristics of the State. The Commission shall recommend recipients of the grants to the State Board of Education. The State Board, upon consultation with the Superintendent of Public Instruction, shall approve the recipients of grant awards.
- (d) Allocation of Funds. - Of the funds available for the Program in each fiscal year, the Commission shall first allocate funds to applicants who received grant funds for the prior fiscal year for up to seven years. After funds are allocated to prior fiscal year grant recipients, any remaining funds may be used by the Commission to select new grant recipients.
- (e) Reporting Requirements. – No later than August 1 of each year, for up to seven years after the initial grant award, a grant recipient shall submit to the Department of Public Instruction, Local Planning Systems Regional Services staff within the Division of Career and Technical Education, an annual report for the preceding year in which grant funds were expended that provides at least the following information on the program for sixth and seventh grade students:
1. The use of grant funds, including the CTE programs and courses that have been expanded in the local school administrative unit to include sixth and seventh grade students.
 2. The number of students enrolled in CTE courses as part of the expansion.
 3. The number of students who subsequently enrolled in CTE courses in high school.

4. The number of students who subsequently participated in internships, cooperative education, or apprenticeship programs.
5. The number of students who subsequently earned (i) college credit and (ii) approved industry certification and credentials.
6. Any other information the Division of Career and Technical Education deems necessary.

GRANT APPLICATION PROCESS AND PROGRAM HISTORY

Similarly to the changes made to the Education and Workforce Innovation Program, the Commission reimagined the Career and Technical Education Grade Expansion Grant by increasing the grant cycle to a two-year grant with school years 2019-2020 and 2020-2021 considered. Applicants could apply for up to \$50,000 per grant year with a total of \$100,000 for the entirety of the grant cycle. Per section (d) of the program’s respective legislation, see below, the Commission awarded the top twenty-eight applicants already receiving the grant funds who reapplied for the 2019-2020 and 2020-2021 school years.

“Of the funds available for the Program in each fiscal year, the Commission shall first allocate funds to applicants who received grant funds for the prior fiscal year for up to seven years. After funds are allocated to prior fiscal year grant recipients, any remaining funds may be used by the Commission to select new grant recipients.”

During 2021, the Commission followed the same process in updating the grant application and moving the application to the NCCCIP platform for the CTE Grade Expansion Grant that it followed for the Education and Workforce Innovation Program for the upcoming grant cycle beginning in 2021-2022. Throughout the year, the Commission met nearly quarterly to discuss how they might be of assistance to current grant recipients and how to potentially increase interest in the grant for the upcoming grant cycle and aid any applicants aiming to apply in the future.

Grant recipients for the 2019-2020 – 2020-21 grant cycle are outlined below:

Recipient Name	Authorized Funding (2019-20 and 2020-21)
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

LOCAL REPORTS

The scope of work for the Career and Technical Education Grade Expansion Grant recipients for the 2020-2021 year is outlined below. The information has been collected from local grant recipients and is written from their perspective.

Alexander County Schools

The grant funds are used solely for the salary for the middle school CDC. We have used PRC017 and PRC014 funds to purchase a career readiness/awareness platform (Naviance) for students to use in grades 6-12, and two whole class career awareness modules from Paxton-Patterson to use with 6th, 7th and 8th graders.

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

6th grade students - 364

7th grade students - 353

8th grade students - 402

Total - 1,119

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

276 of the 334 9th graders this year were enrolled in at least one CTE course. Most were enrolled in multiple courses because the 276 students were enrolled in 507 total CTE courses.

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

Due to COVID-19 restrictions in most of our local businesses, we were only able to place 11 interns in the 2020-2021 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:

A total of 9 students earned CCP credits in a CTE pathway, and a total of 304 earned industry credentials for the 2020-2021 school year.

Alleghany County Schools

With this grant, we continue the employment of a CDC/teacher to accent and extend our program by focusing on Career and College Awareness throughout our three K-8 schools. This grant position has allowed us to expand our program by adding, with local funds, an additional technology position which will allow the grant funded CDC/Teacher to focus more time on Career Development activities and planning to better serve our 6th and 7th grade students. The CDC/teacher is based at Sparta Elementary yearlong in the mornings, so that we can better serve the larger student population there, but also travels to Glade Creek and Piney Creek at least once per week. Afternoons are spent, primarily, with CDC activities such as: planning for events such as District CTE Showcase Day, Career Fair, attend CTE Business Advisory Council Meetings, class trips to business and industry, job shadowing, scheduling business and industry speakers for classes, building a pathway plan for each middle grade student, collaborating with 5th grade teachers on career awareness activities. We are continuing to focus on Career and College Awareness and Technology Engineering and Design in the middle grades and have increased the middle grades budget to assist the implementation of this plan. The plan will focus our 6-7 course offerings to create a better interest and understanding of the concepts of Technology Engineering and Design as well as the long term career and college pathways that exist if the student were to continue with the program in high school and beyond. The CDC works with all 6th and 7th grade students to explore career interests, options and planning with the goal that every student will leave middle grades with a documented pathway plan for their future. The career and college awareness courses align with all CTE pathways and the Technology Engineering and Design Courses will align to our Arts, AV Technology and Communications pathway, which in turn, leads into an Associate Degree program at Wilkes Community College. By being able to serve students more effectively and consistently, we will be able to ensure a constant population of students that are knowledgeable about career and college pathway options and how our high school CTE programming can assist them.

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

305

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

216

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

N/A - Students must be in 11th grade to participate in internships and our beginning cohort is 10th 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:

N/A - Students must be in 11th grade to participate in internships and our beginning cohort is 10th grade.

Avery County Schools

The CTE grade expansion grant was utilized to pay for a full-time CDC for the 2020-21 school year. With the ups and downs of COVID, quarantines, and virtual learning, the CDC position was integral into providing opportunities for 6th and 7th grade students. The CDC taught both face to face as well as designed virtual interactions to keep students connected to school and provide career awareness. Activities and classes included introduction to Major Clarity, personality/learning style assessments, Keyboarding, and Introduction to Business/Entrepreneurship (Shark Tank), and Introduction to Engineering.

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

332

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

428 over the 3-year cycle of the grant

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

N/A due to implementation timeline

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 due to implementation timeline

Brunswick County Schools

Funds from the CTE Grade Expansion Grant are utilized to employ a full-time middle grades CDC. The CDC has been working diligently throughout the school year to provide career-oriented lessons and activities for sixth, seventh as well as eighth grade students. The CDC ensures that 6th and 7th grade students are knowledgeable about the different CTE programs as well as career pathways that are available. These pathways provide a "roadmap" for students which helps to prepare them for lifelong learning and for future employment opportunities. The CDC also collaborates with the administrative and school improvement teams at each school in order to promote additional middle school CTE courses such as Exploring Healthcare, Exploring Technology, and Minecraft Coding.

The program MajorClarity is being utilized for students in grades 7-12. The results of the MajorClarity assessments are used to guide a student's career exploration activities. Utilizing this platform, students are able to develop their personalized four-year career development plans and based upon the pathway they choose, they can record their post-secondary plans, begin post-secondary exploration as well as track their own career exploration progress. Students are able to monitor their progress towards graduation as they enroll and successfully complete high school courses. By utilizing this platform as early as seventh grade, middle school CDCs are able to spend more time assisting students as they explore their career interests and the opportunities available in all 16 career clusters.

In sixth grade, the lessons provided are an introduction to the 16 career clusters, the diversity of careers, as well as how student interests can influence their career choices. The CDC provides middle grade students with other career guidance services and activities such as career cafe's, lunch & learn sessions, career and college fairs, STEM tours, as well as Students@Work sessions.

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

Both middle school CDCs including the one funded through this grant were instrumental in helping us to expand CTE offerings at the middle grades. The career development planning at the middle school level

helped us identify middle school CTE programs that reflected both student interest and current labor market data. The current number of students enrolled in CTE courses as a result of the expansion grant would be 3,264.

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

3,996 students enrolled in high school CTE courses as a result of services provided through this grant.

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.

Cabarrus County Schools

The funds from this grant were used to employ a middle school Career Development Coordinator. Our middle school programs have expanded to include the new programs of Health Sciences and Computer Science. Our middle school CDC worked with school-level leadership to incorporate the middle school Health Sciences curriculum at three middle schools. She also worked with school-level staff to implement the Computer Science curriculum at all eight of our middle schools. She has designed training for teachers and staff around the middle school career development process. The process, called the Career Continuum, has been very well received by schools who participated in the slow rollout last year. While previously processes were optional, the coming school year will include mandatory activities such as a career interest inventory and research activities on the world of work. Our middle school CDC also coordinates the Students@Work initiative for our district.

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

5619 Total Middle School CTE Enrollment

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

2324 Ninth grade students enrolled in CTE courses at their feeder high school.

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

Our program is still too young to have students reach this level. After this school year, some of the middle school students who participated in the grade expansion will be in eleventh grade and eligible to participate in a full work-based learning opportunity.

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

Our program is still too young to have students reach this level. After this school year, some of the middle school students who participated in the grade expansion will be in eleventh grade and eligible to participate in a full work-based learning opportunity.

Carteret County Schools

We employed a Middle School Career Development Coordinator who worked as the lead for our Middle School Career Development Program coordinator for five Middle Schools, as well as serving her three individual schools and multiple elementary 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 5644 students. Middle schools offer Project Lead the Way (PLTW), College & Career Readiness, 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 the grant encouraged the enrollment of 922 freshmen.

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

We had 84 students participate in internships.

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 over 250 students earn college credit through CCP and due to covid/summer school the number of credentials may be impacted/incomplete, however 877 earned certifications/credentials as of now.

Cherokee County Schools

Because of Covid, Cherokee County Schools was unable to employ a middle school CDC for the 2020-21 school year. We have secured a middle school CDC for the 2021-22 school year and still need to be funding for the upcoming grant cycle.

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

N/A

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

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

Clay County Schools

The entire \$50,000 will be used to fund a CTE Information Technology Teacher Salary and Benefits at Hayesville Middle School.

To improve awareness as well as promote our CTE programs at the high school level, the additional middle school course, Computer Science Discoveries (CSD), will only enhance our Information Technology classes at the high school level. Since January 2019, middle school students have had the opportunity to experience the vast curriculum that has been available to our school through Code.org. Furthermore, we want to engage our students in more hands-on, work-related experiences to spark an interest in technology since the workforce is in great need of employees in this particular field. According to Code.org, statistics show that there are approximately 1,200 students who further their education in the computer science field, with almost 20,000 job opportunities for these graduates. This statistic alone is reason enough for us to examine our current course offerings to our middle school students and provide them with another valuable perspective of how they can be successful in the workforce. We believe all students should have the opportunity to take courses related to computer science and explore those careers and activities that will broaden the spectrum of the workforce. If awarded this grant for the school year, we will be able to continue offering the Computer Science Discoveries curriculum for middle school students. This course offering will continue to enhance our classes at the high school level by allowing students at an early age to become proficient with programming while leading to success in AP Computer Science courses. Students will have the chance to succeed as leaders and have ownership in their own learning.

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

The total number of students enrolled in the CTE courses as part of this grant are 57.

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

Unduplicated number of students = 292; Duplicated number of students = 330

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

The total number of students that participate in internships= 3

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

Unduplicated students that earned College Credit = 46; Number of students that earned certifications and credentials = 317

Cumberland County Schools

Grant funds were used to fund a dedicated middle grades Career Development Coordinator. Programs that have been added have been career exploration-based programs. These programs include leading the efforts with our district career and college readiness platform, MajorClarity which provides career exploration and academic and career development plans through post-secondary; virtual career exploration during COVID-19 to include live interviews and workplace tours that align with local career pathways under the National 16 Career Clusters; and adding Career Readiness exploration labs in middle schools.

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

16,131

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

20,544

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

60

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

230

Currituck County Schools

Grant funds were expended in accordance to the submitted grant fiscal spreadsheet to include;

- Salary for a 10-month Expansion Coordinator
- Purchase of "Virtual Job Shadow" software
- Purchase of 360 camera and virtual goggles
- Field trip and shadowing expenses
- Supplies/materials for hands-on activities

Grant funds this year took a little different shape as Currituck spent most of the year on virtual learning status.

The focus was to bring the same career exploration, business and industry visits, presentations from local business and industry leaders, and consistent, frequent input to students regarding career exploration. We used the Virtual Job Shadow format to allow students to access the lessons and activities from their remote sight while bringing it to life with the 360-degree camera presentations filmed at business partners facilities. Expansion Coordinator continued to have the Career Cafe Moments weekly where business leaders would present and interact directly with the students by use of these technologies highlighting all career pathways throughout the year.

Students were required to participate live during the regular CTE classes on a weekly basis in hands-on activity presentations and demonstrations.

As Currituck went back to face-to - face instruction late in the spring weekly presentations (outdoor) were scheduled with representatives from each career cluster to share and demonstrate their respective industries and processes.

Student interest data was evaluated regarding career interests and meetings took place to adjust CTE programming and course offerings for the upcoming year. For example, a new drone program was developed to accommodate the high level of interest in that area as seen by the 7th and 8th grade data evaluation.

Student interest data throughout the year is logged and compiled for each student through the Virtual Job Shadow program and is shared with Middle and High School Counselors for class/course selection and enrollment. Data has shown a dramatic (double digit) increase in student course selection numbers in the following programs at Currituck High School over last year.

- Carpentry
- Business
- Marketing

- FACS (Foods)
- Health Science

Several new course offerings and program redirection efforts have been put in place for this year resulting from the data collected from the expansion activities.

- As mentioned - Drone Technology
- Addition of fashion Design for Marketing
- Total revamp for FACS to Interior Design
- Introduction of Coding at the middle level
- Revamp of Ag at the middle level.

This grant has answered our need for increased visibility and increased exploration at the middle level that would not have been possible without the addition of the Expansion Coordinator and designed program. Students, Parents and Business Partners are 100% behind and supportive of this program and have continued this year regardless of the limitations that covid had on education.

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

Currituck County Middle School (6-8)- 271

Moyock County Middle School (6-8) - 383

Total daily enrollment (6-12) - 1,986

Total County CTE Enrollment - (6-12) - 1,679

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

Total daily high school enrollment (9-12) - 1,023

Total CTE enrollment (9-12) – 918

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

24

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

College credit – 46

Credentials - 56

Dare County Schools

Sixth grade CTE courses at First Flight Middle School in Dare County have expanded to include Keyboarding and Exploring Technologies/Introduction to STEM. Seventh grade CTE courses include Introduction to Office Productivity and STEM I using the PITSCO equipped lab. Students participated in numerous activities and programs as a result of the expansion grant, such as...” At Your Service” which is a work-based learning opportunity for students. This opportunity is a virtual Take Your Sons and Daughters to Work Event for sixth-grade students. Students also participated in a regional TYSADTW day event. Drone Teams participated in an NC Business Center for Education sponsored State Drone competition. A semester-long Agriculture Science multiple discipline project which included the

development of project-based learning opportunities for all sixth-grade students through participation in the “Adopt A Cow” program from Discover Dairy, included a field trip opportunity for Middle and Elementary students with the Mobile Dairy Farm. The Middle School CTE program established partnerships with Discover Dairy, Southland Dairy Farmers, and NC State University. Four hundred hours of code were earned by staff and students for the 2020-2021 School year. Three community service projects were sponsored for students through organizations such as Operation Gratitude and “World Clean Up Day,” and our first CTSO district-level competition opportunity was made possible through our STEM program. Additional activities made possible through the expansion grant include a Virtual College Fair, Career Assessments through NC Careers.org, a spotlight on the fashion/retail industry for the entire sixth grade with a virtual pet fashion show, virtual field trips with NASA, work permits presentation with eighth-grade students, CTE Newsletters, and the development of Social Media presence on Instagram, Twitter, Indeed and Facebook.

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

For the 2020-2021 school year, there were 349 total CTE students enrolled at FFMS. 222 students were enrolled solely in 6th and 7th-grade courses. The 2020/2021 school year included Virtual School, Hybrid School, and In-Person School 4 days per week.

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

142

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

Elkin City Schools

Funding has been used to provide a middle grades career development coordinator to serve grades 6, 7 and 8.

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

Grade 5 & 6 - Activities Provided

Grade 7 Enrollment - 66

Grade 8 Enrollment - 88

Total Enrollment – 154

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

Grade 9 Enrollment (2020-2021) - 158 (duplicated count); Course requests for upcoming academic year Grades 9 to 12 - 615 planned and 369 alternates

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

2020-2021 Academic Year

Internships: 8

Paid Apprenticeships - 1 * New Program 2020-2021

Requests for 2021-2022 Academic Year

Planned: 31

Alternates: 3

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 - 47; Eligible for Articulated Credit - 123

Franklin County Schools

The funds are used to continue the employment of an Agriculture Education teacher to teach exploratory courses in Agricultural Science and Biotechnology in Agriculture to grades 6 through 8. This allows these students to develop a firm foundation with the Agriculture, Food and Natural Resources Career Cluster. In addition the number of middle school students enrolled in CTE courses and concentrators increased as well as the number of non-traditional students involved in the cluster. This Middle School AG program is the only one in our county and it feeds into a thriving high school AG program

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

There were 271 students enrolled in CTE courses as a result of the Expansion Grant.

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

The students who are currently enrolled in the course are rising high school students. Their schedules are not available at this time. Based on a survey of students, thirty percent plan to enroll in Agriculture courses in high school.

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

Due to COVID-19 restrictions and protocols work-based learning was not offered during this academic 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:

Currently, this data is unavailable because they have not started high school yet. Therefore, they have not had an opportunity to earn college credit.

Greene County Schools

Greene County Schools (GCS) has used the CTE Expansion Grant to expand the CTE Department at Greene County Middle School (GCMS) by hiring a teacher for sixth and seventh-grade computer classes.

The middle school coding class will be the foundation for related high school courses, which include Python, Introduction to Computer Science, and AP Computer Science. It is our goal to promote and build this program at the middle school level to ensure students arrive at Greene Central High School (GCHS) prepared for more advanced computer science courses and success in this pathway. It is evident by our enrollment, as well as credentials earned, that CTE is seen as a pathway to future success by our students.

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

161

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

40

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

N/A - a middle school teacher's salary is being paid with grant money.

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 - a middle school teacher's salary is being paid with grant money.

Halifax County Schools

Funds were unused during the 2020-2021 school year.

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

0

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

0

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

0

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

0

Henderson County Public Schools

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

- 1,553 career interest assessments
- 4,971 virtual job shadowing experiences
- Virtual Parent Sessions that focused on career development (35 participants)
- 290 students participated in the virtual Students@Work event

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 participate in a virtual job shadow in their career fields that matched their interests. Shared with students were the HCPS Career Clusters and those high school courses that are offered within each pathway area.

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

- 1,553 career interest assessments
- 4,971 virtual job shadowing experiences
- Virtual Parent Sessions that focused on career development (35 participants)
- 290 students participated in the virtual Students@Work event

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 participate in a virtual job shadow in their career fields that matched their interests. Shared with students were the HCPS Career Clusters and those high school courses that are offered within each pathway area.

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

CTE Enrollment numbers for each middle school for the 2020-2021 school year

Apple Valley - 1,087

Flat Rock - 1,716

Hendersonville - 1,416

Rugby - 1,234

Total Enrollment grades 6-8 = 5,453

Note that enrollment increased from 2019-2020 (4,973) by 480 students.

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

CTE Enrollment numbers for each high school for the 2020-2021 school year East Henderson - 1436
HCPS Career Academy - 136 Hendersonville - 699 North Henderson - 1471 West Henderson - 1504
Total Enrollment grades 9-12 = 5,246 Note that enrollment increased from 2019-2020 (4,610) by 636 students.

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

CTE Enrollment numbers for each high school for the 2020-2021 school year East Henderson - 1436
HCPS Career Academy - 136 Hendersonville - 699 North Henderson - 1471 West Henderson - 1504
Total Enrollment grades 9-12 = 5,246 Note that enrollment increased from 2019-2020 (4,610) by 636 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:

During the 2020-21 school year, HCPS students earned a total of 734 workplace certifications. This number has likely increased minimally this summer, as several nursing students retook certifications exams this summer. We are continuing to review the data on this, but since students have two years to apply for articulated credit, we don't yet have final numbers on this. In HCPS, we had a total of 265 students completing the WorkKeys exam across our high schools, offering them the chance to exhibit workplace readiness.

Hickory City Schools

Grant funds have been used to pay the salary for 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:

563 (308 at Northview, 255 at Grandview, counting only 6th and 7th graders)

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

In the 2020-2021 school year, there were 454 students enrolled in CTE courses at the high school level (current 9th and 10th graders only; upperclassmen were not in 6th or 7th grade while this expansion was active)

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

None have participated so far. There have been two barriers to this happening: One is that our oldest students affected by the grant are 10th graders, so their apprenticeship and internship opportunities are more limited than upperclassmen. The other barrier was the pandemic, which greatly reduced internship & apprenticeship opportunities across the board, especially for students who were seeking these opportunities in healthcare fields. We anticipate this number will increase next year, as pandemic restrictions are lifted and our students are old enough to be eligible for more opportunities.

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 the sophomore year. More of these opportunities will be available to them as juniors. We have been more successful with these students earning credentials, though. A total of 93 students have earned credentials after participating in middle school career development activities made possible by this grant. Many of those 93 students earned multiple credentials since entering high school, and some of them earned multiple credentials this year alone.

Johnston County Schools

We hired two part-time middle school career development coordinators. They provide career development services to our 14 middle schools. Previous to adding these two positions, these services were not provided at the middle school level.

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

We had 7,379 middle school students enrolled in CTE courses in the 2020-2021 school year. The middle school career development coordinators provided services to all middle school students through a planned implementation of the career exploration and career planning platform Xello.

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

We had 8,248 students enrolled in CTE courses in grades 9-12 in the 2020-2021 school year.

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

We had 236 students participate in a CTE internship and 22 participate in a pre-apprenticeship during the 2021-2022 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:

1,268 students took CCP courses in the 2020-2021 school year. 1,341 credentials were earned in the 2020-2021 school year.

McDowell County Schools

Our middle school course offerings have been expanded to align with all high school CTE course offerings. We offer agriculture, business, engineering, introduction to family and consumer science, health science, and intro to trade and industry modules.

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

1394 (duplicated, taking multiple CTE electives)

957 (unduplicated)

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

1,133

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

We just finished year 3. These numbers will be available after the 2021/22 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:

We just finished year 3. These numbers will be available after the 2021/22 school year.

Moore County Schools

Personnel costs to cover a Middle School CDC to serve middle school students.

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

764

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

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

Mt. Airy City Schools

The grant funds were used to fund a middle school career development coordinator to work with grades 5-8.

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

420

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

774

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

61

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

131

Perquimans County Schools

This grant funded the Career Development Coordinator's position for our PSU. We augmented the salary with 5 months of employment from PRC 013. This position covered grades 5-12 in three schools. Social distancing due to COVID reopening mandates moved the CDC classroom from our middle school to the high school. The CTE program at the middle school transitioned to carts to keep pods of students together. Perquimans was the first district to open face-to-face in Aug 2020 with success.

Our CDC opened individual google classrooms for each middle school grade and a Canvas course for the high school internship program. The CDC presented topics/career speakers through google meets throughout the year. The 5th grade was able to have a career exploratory activity held in early May using CFNC.

In 6th and 7th grade, the CDC participated in the CTE classrooms three days a week, offering individual career conversations and supporting student learning. Students participated in the Google classrooms on a weekly basis. Remote students and face-to-face students could access these classrooms 24/7. All middle school students were remote on Mondays.

Career fairs and field trips due to COVID restrictions were not allowed. We did plan a virtual career fair but the school technology filter prevented students/businesses from interacting directly so we ended up using videos from our local businesses. Job shadowing was not allowed following our local COVID mandates.

Occupational Course of Study (OCS) students and Alternative Setting students received career exploratory activities throughout the year facilitated by the CDC.

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

Our enrollment:

- School: Hertford Grammar, Grade 5, Enrollment: 129
- School: PQ Middle School, Grade 6, Enrollment: 126
- School: PQ Middle School, Grade 7, Enrollment: 147
- School: PQ Middle School, Grade 8, Enrollment: 147

- School: PQ Middle School, Grade 9, Enrollment: 126
- OCS students - 11
- Alternative Setting – 7
- Internship - 1

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

This year: the high school enrollment was averaging about 450 students. Enrollment in CTE classes was 701.

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

The school mandates for COVID restricted our program. We had a placement set-up and ready however the business did not adhere to the same structures like the school so we could not place the student. We had one student placed in the Agriculture field as an intern.

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

Articulated College Courses Credited: 75 courses for Fall 2020; 135 courses for Spring 2021; CCP CTE courses 47 courses, Internships 1: Credentials 228 credentials total (39 Career Readiness Certificates (4 Platinum, 6 Gold, 14 Silver, 14 bronze)

Pitt County Schools

CTE Expansion Grant was used to fund an additional middle school CDC to teach Career Exploration courses to 6th & 7th grade students. The two CDC's will also organize Career Fairs, guest speakers, and tours for the high schools.

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

Career Exploration: 217

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

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

Rowan-Salisbury County Schools

The Expansion Grant funds will be used to pay 7.5 months of employment for our middle school CDC. \$50,000 towards salary and benefits for a middle school CDC position. The remaining months of employment needed for this position will be paid out of state PRC 013 CTE funds. All other expenses that are accrued from this expansion will be funded by CTE state funds. These costs will include, but not limited to, supplies and materials for the career development program implementation and continuation,

“Skills on Wheels” activity bus mileage costs, and registration cost and expenses for professional development, and travel reimbursement for travel between all middle schools in the district. In addition to these expenses, CTE is committed to providing the training needed for preparation and licensure.

With the introduction of the “Skills on Wheels” bus and other career development initiatives, we plan to survey students in 2021-22 using a QR Code to gather their feedback on the strengths and suggested improvements of the career exploration bus activities. Last year, prior to the seventh grade “Steer your Career” event, all students took a survey on their career interests and knowledge of their career pathways. This data was used to determine which program areas students attended. This year, for each career development event inclusive of work-based learning webinars and Students@Work, students have been surveyed again to uncover any new career interests and to assess if career pathway knowledge has increased. This data will be used to support the eighth-grade career readiness series. At the conclusion of the career readiness series, we will survey eighth grade students to collect feedback on their level of understanding and preparedness for their career pursuits. This data will be instrumental in creating an educational trajectory plan, also known as Career Development Plan, for high school and beyond.

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

10,042

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

6,081

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

1,270

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

7,800

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 3 traditional middle schools (Chase Middle School, East Rutherford Middle School, and R-S Middle School). The CTE Grade Expansion Grant funds are used solely to maintain the employment of Mr. Todd Davis, our middle grades CTE teacher who was hired to teach Learn to Code courses.

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

The number of students enrolled in CTE courses as part of the Expansion Grant are 139 sixth grade students, 158 seventh grade students, and 147 eighth grade students.

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

The number of high school students who subsequently enrolled in high school CTE courses related to Coding and Mobile App Development include the following: 17 ninth grade students, 33 tenth grade students, 18 eleventh grade students, and 20 twelfth grade students.

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 5 students from East Rutherford High School and 12 students from Chase 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:

The number of students who subsequently earned approved industry certifications/credentials as a result of the CTE Grade Expansion Grant is (64 students) Microsoft Word and (60 students) PowerPoint certifications and (14 students) Excel certifications and (6 students) Excel Expert through Certiport.

Scotland County Schools

Scotland County Schools used the grant funds to employ a CTE teacher. This teacher taught Exploring Personal Character and Careers to all 6th grade students. The course was a required course for all 6th grade students in Scotland County Schools. Students explored careers and developed a plan of study based on their interests.

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

442 sixth grade students were enrolled in Exploring Personal Character and Careers.

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

The participating students are not in high school yet. They will enter high school in 2022-2023 school year.

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

The participating students are not in high school yet. They will enter high school in 2022-2023 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:

The participating students are not in high school yet. They will enter high school in 2022-2023 school year.

Transylvania County Schools

For the 2020-2021 school year, I faced the challenge of obtaining class time with students due to our district being on a hybrid schedule. I was, however, able to work with every grade level (5-8) at every school this school year in some way. I was able to do Google Meets with students who chose the Online Path as well. My goal this year was to work in every school, and I did accomplish that goal. Due to Covid, we were not able to take any field trips this year. I was able to do various career assessments, personality assessments, virtual job shadowing, etc. Our goal is to resume field trips next year.

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

6th Grade CTE Enrollment-198

7th Grade CTE Enrollment-215

8th Grade CTE Enrollment-235

"I have worked with all of these students at some grade level at some point. We obtained this grant, and I started this position, when the current 8th graders were in 6th grade."

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

9th Grade CTE Enrollment-261, 10th Grade CTE Enrollment-227; *Unduplicated student count; several students enrolled in multiple CTE courses; Our 10th grade students are the highest grade level I have worked with due to the timing of when our district obtained the CTE Expansion Grant and I started this position. We did not include 11th and 12th grade students for that reason.

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

We did not include internships, cooperative education, or apprenticeships because all those students are 11th and 12th grade students. Those students would not have been enrolled as a result of the CTE Expansion Grant. We had not yet obtained the grant when they would have had the opportunity to take part in it.

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

Only current 9th and 10th graders participated in the CTE Expansion Grant due to the start date of the position/grant. Our data reflects we currently have no 9th and 10th grade students enrolled in CCP CTE courses. However, based on course requests for the 21-22 school year, we have at least 30 current 10th grade students who have requested CCP CTE courses.

Warren County Schools

The grant funds were used to employ a part-time CDC to strengthen career decisions in the middle grades.

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

300

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

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