



**NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction

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# Report to the North Carolina General Assembly

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North Carolina Education and Workforce  
Innovation Commission

*§ 115C-64.15.*

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**Date Due: April 30, 2023**  
DPI Chronological Schedule, 2023-2024

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

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

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

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

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

### **BACKGROUND**

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

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

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

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

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

<b>Name</b>	<b>Title</b>	<b>Appointing or Designating Office</b>
S. Dianne Little, Ed.D. (Vice-Chair)	Retired Leadership Consultant, Catawba Valley Community College	Appointed by The Office of the Governor
Jonah Garson	Information to be submitted this week – new member	Appointed by The Office of the Governor
Jairo McMican	Associate Director of Equity Initiatives, Achieving the Dream	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, Thermo Fisher Scientific	Appointed by The Speaker of the NC House of Representatives
Rachelle "Shelley" R. Wolford	Chief People Officer, Golden Corral Corporation	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
Kristie VanAuken (Designee for Catherine Truitt)	Special Advisor to the Superintendent, Workforce Development, NCDPI	Designated by The State Superintendent of Public Instruction
Dr. Maria Pitre-Martin (Designee for Eric C. Davis)	Director of Board Operations and Policy, NC State Board of Education	Designated by The Chair of the State Board of Education
David English, Ph.D. (Designee for Peter Hans)	Vice President of Academic Programs, Faculty and Research	Designated by The President of the University of North Carolina
Robert Witchger, Ed.D. (Designee for Thomas Stith III)	Director, Career & Technical Education, NC Community Colleges	Designated by The President of the North Carolina Community College System
Jordan Whichard (Designee for Michelle Baker Sanders)	Chief Deputy Secretary, North Carolina Department of Commerce	Designated by The Secretary of Commerce

## **§ 115C-64.16. THE EDUCATION AND WORKFORCE INNOVATION PROGRAM.**

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

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

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

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

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

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

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

The grant cycle which pertains to this report and directly follows the aforementioned grant cycle was for 2021-22 – 2022-23. This report will cover the grants reported on for the 2021-22 school year. There are 17 grantees in this grant cycle. Both traditional public schools and charter schools are represented in this demographic.

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 Covid-19 pandemic beginning in March 2020. Also of note, there have been two instances since 2021 in which the funds reverted from the local grantees and the Career and Technical Education Division and Financial Business Services Division at NCDPI had to work to retrieve funds for grantees. One of these instances was pursuant the 2021-22 Fiscal Year Budget Revision section 4.5. This occurred regardless of the following excerpt from the corresponding grant legislation: "(e) 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:

### **Alamance-Burlington Schools**

**\$60,000 for 2021-2022**

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

The original goals for JNCG in NC and at Walter Williams High School were to offer the data driven curriculum and levels of support to assist students in NC who had barriers to education and future employment. Using the JAG model of a strong curriculum, trauma informed care and employer engagement along with the yearlong follow-up after high school, the JNCG program is seeing huge success. The JNCG curriculum is specifically designed to align with pathways for post-secondary enrollment, employment, or enlistment after high school graduation. A JNCG College and Career Specialist at Williams High School maintains frequent communications with local workforce boards and all students are registered through NC Works. During the 2021-22 school year, the Specialist at Williams High School established a good working relationship with the Alamance Burlington Chamber of Commerce as well as Alamance Community College, Elon University, and local military recruiters. While working with the JNCG alumni and other businesses, the Specialists at Williams has created a pipeline to introduce students to a wide variety of career opportunities.

#### **Activities Accomplished:**

Since the program began in 2017- the JNCG program has proven to be a tremendous success at Walter Williams High School as evidenced in the data including graduation rates and employability of students after high school. This summer Williams was recognized by JAG National as a 5 or 5 high school, meaning that the program met all the JAG Goals.

In the spring- the students from the JNCG program at Williams High School competed at the state Career Development Conference in five competitive events- winning the Creative Decision-Making Team completion. They advanced to the national competition in May and placed second in the nation in that category.

JNCG includes several initiatives that reinforce the skills taught in the classroom. "Jump Start Jobs Week" is held each semester where local and regional employers come to the class to speak with students about job options and preparation. This past year, companies participating in "Jump Start Jobs Week" included Milsean Cooper Emphesys Business Consulting, Honeywell, NC State Civil Engineering program, NC Works, Duke Power, Mike Benton- Insurance, Bowens and Morrison Cosmetology, Charlotte Housing Development, DSS, Jimmy Johns Subs, and Lab Corp.

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

With the help and support of the JNCG specialists 100% of JNCG seniors graduated this spring. The class of 2021 entered the program with an average of 4.8 barriers to graduation and the Class of 2022 entered with 6.45 average barriers. The average GPA for the class of 2021 was 1.63 and the average GPA for the JNCG Class of 2022 was 1.53.

The JNCG Program at Williams High School met the following JAG National Goals:

- 90% Graduation Rate- - Williams High School for the Class of 2022 the rate was 100% for seniors involved in the JNCG program. The Graduation Rate was also 100% for the Class of 2021
- 60% Job for Military Placement-Williams High School for the follow-up year of the class of 2021 was 66.67%
- 60% of those employed be in full time employment- Williams High School for the follow-up year of the class of 2021 was 100%
- 75% have a positive outcome after one year- this includes employment, military service, post- secondary enrollment- Williams High School for the follow-up year of the Class of 2021 was 75%
- 35% have post-secondary education or career credentials- Williams High School Class of 2021 follow-up year was 66.67%

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## **Cabarrus County Schools**

**\$60,000 for 2021-2022**

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

Cabarrus County Schools applied for the EWIF grant to fund a JAG Specialist through Communities in Schools. Communities in Schools is the sponsor who provides matching funds for the grant. Once received, a JAG Specialist was hired to support Concord High School. Concord High School is the home of the district's Hospitality and Tourism Academy, therefore the goal with the EWIF funds is to provide support services specifically to students who are part of the JAG program. Students are provided career development support and opportunities to participate in work-based learning. Students also review post-secondary options tied to Central Piedmont's Culinary and Hospitality programs.

### **Activities Accomplished:**

Once the grant was approved, the process for implementation was to place a JAG Specialist at Concord High School. With the teacher in place, the school-level staff began strategically enrolling at-risk students in the program.

The goal of the program was to decrease behavior referrals and increase career awareness. Both goals were achieved. Discipline was down 17 percent while the graduation rate for students enrolled is currently 100 percent.

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

For the 21-22 school year, 43 students were enrolled in the JAG program, of which 28 were seniors. Below are statistics detailing the program's success.

- 100 percent graduation rate.
- 2 graduates enrolled in a four-year college program.
- 6 graduates enrolled in a two-year college program.
- 85% of the students who graduated are currently employed.
- Discipline referrals decreased 17% for JAG students enrolled in the program.

Concord High School received the JAG National 5 for 5 Award for recognition as an outstanding program. For the 22-23 school year, 34 students are already enrolled.

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## **Cherokee County Schools**

**\$60,000 for 2021-2022**

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

Goal #1 - Attract Cherokee County high school students to the following programs: TCCC Machining  
TCCC Electrical TCCC HVAC  
TCCC Mechatronics

Goal #2 - Purchase essential equipment for the Machining, Electrical, HVAC and/or Mechatronics programs.

Goal #3 - Provide transportation for high school students to attend Machining, Electrical, HVAC and/or Mechatronics classes.

Goal #4 - Conduct select Machining, Electrical, HVAC, and/or Mechatronics classes inside local high schools.

### **Activities Accomplished:**

No grant funds have been expended. Due to incompleteness and supply chain issues related to completing the Cherokee County Schools of Innovation that will house this program, we have delayed implementation of our marketing activity to Spring 2023. Projected implementation of classes will be Fall 2023.



**Academic Progress Made by Students:**

No grant funds have been expended. Due to incompleteness and supply chain issues related to completing the Cherokee County Schools of Innovation that will house this program. Meaningful outcomes such as class enrollment, pathway participation, related employment and certification data are projected to be available Summer 2024.

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**Davidson County Schools – Yadkin Valley Regional Career Academy**

**\$60,000 for 2021-2022**

**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, to add 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:**

We purchased workbooks for WorkKeys, and CareerSafe to support career and college readiness.

We are able to have a full-time PBL Coach to work with our teachers to develop PBL lessons that are authentic. Our PBL Coach also works with students on developing skills necessary for their success in taking college courses and preparing them for their future in the workforce and/or transitioning to a four-year school. Students are coached on WorkKeys and resume building to meet Career and College Ready goals.

YVRCA was able to continue 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 provide ongoing support for teachers and students through outside consulting with RTI International to continue the development and growth of meaningful PBL strategies. There were several zoom sessions and face-to-face coaching and staff development 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 22-23 school year and making preparations for it in order to best suit the needs of students.

**Academic Progress Made by Students:**

We are able to have a full-time PBL Coach to work with our teachers to develop PBL lessons that are authentic. Our PBL Coach also works with students on developing skills necessary for their success in taking college courses and preparing them for their future in the workforce and/or transitioning to a four-year school. Students are coached on WorkKeys and resume building to meet Career and College Ready goals.

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. There were several zoom sessions and face-to-face coaching and staff development 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 22-23 school year and making preparations for it in order to best suit the needs of students.

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**Duplin County Schools**

## **\$60,000 for 2021-2022**

### **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 the 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 2021-22 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.

The JNCG curriculum developed by JAG National is delivered in a classroom setting. Students are required to achieve 80% mastery of 37 employability lessons. In addition to the curriculum, the JNCG Specialist works with each student to support academic performance in core subjects and to address any one or more of the barriers they face that allow them to enter the program.

JNCG includes several initiatives that reinforce the skills taught in the classroom. "Jump Start Jobs Week" is held each semester where local and regional employers come to the class to speak with students about job options and preparation. During the 2021-22 school year, companies participating in "Jump Start Jobs Week" included Murphy Family Ventures, NC Works, and GE Aviation. NC Works representatives worked with our students on resume building, interview skills, and how to have a successful transition to higher education enrollment, employment, or military enlistment after high school. They provided in-depth "tricks and tips" to create a winning resume and successfully interview for and secure a job. The success of these experiences and support led to 34 2022 graduates finding full-time employment within and around the county by June, 2022.

The JNCG Student Leadership Summit resumed in Spring 2022, and ten students from Wallace-Rose Hill attended to demonstrate the skills they had learned in the program. Wallace-Rose Hill students won two events, and one student advanced to the national competition. Students stated how the summit really opened their eyes to the importance of networking and using their job readiness and communication skills to improve their chances of success after high school.

Since the school year ended in May 2022, the Wallace-Rose Hill JNCG instructor has maintained contact with participants from the Class of 2022 and will continue to provide support over a twelve-month period as these students seek and maintain employment or postsecondary enrollment.

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

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, compared to 84.0% of seniors at Wallace-Rose Hill High School and 86.1% of seniors in all Duplin County Schools High Schools. During the 2021-22 school year, 100% of JNCG seniors graduated.

Official 2021-22 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.

The students credited JNCG for supporting this accomplishment. During the first month of follow-up meetings with 34 recent graduates, five enrolled in a community college or another four-year university, and 24 graduates are employed full-time. During the 2021-22 school year, students in the JAG were able to remove an average of one barrier per student, including obtaining a drivers license, improving attendance or GPA, or reaching graduation on time. Barriers facing our JNCG students are significant and the average number of challenges is 7.70. Prior to entering the program, 89% of Wallace-Rose Hill JNCG students were lacking marketable skills for the local labor market, 32% brought with them a past record of excessive absences, 35% were not connected to any extracurricular activities, 65% were in need of transportation to and from work or school, 48% had a history of low academic performance. After participating in the program, all students were able to remove at least one of these barriers.

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## **Durham County Schools**

### **\$60,000 for 2021-2022**

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

Durham Public School's 3-2-1 Future Ready Work-based learning initiative was the program to be supported by the EWIF funding. The purpose of the 3-2-1 Future Ready initiative is to increase high school students' career knowledge by participation in career awareness, exposure, and experience activities throughout their time in high school. The initial goal of 3-2-1 Future Ready Initiative is for students to participate in a variety of career activities that included but are not limited to: Xello online career exploration platform, career fairs, career conversations, job shadowing, internships, apprenticeships and more. DPS Career & Technical Education collaborates with industry partners to provide a "menu" of opportunities.

#### **Activities Accomplished:**

The 3-2-1 Future Ready Initiative has successfully accomplished and implemented several activities for students to be exposed to work-based learning opportunities. During the 2021-2022 school year, students used the Opti platform to view and apply for internship opportunities and jobs. Students also used Xello to complete interest inventory surveys, career profiles and narrow down their top career interests.

As a part of the 3-2-1 Future Ready Initiative, career exposure and experiences for students were offered such as the Scholars-at-Work Program, CTE Internship Program, and hiring fair. Scholars-at-Work is a weeklong experience for high school students in grades 10th-12th that allows them to gain experience with one of our business partners. During this weeklong program, students learn about the company, meet individuals who work in various departments and also hear about the career opportunities available to them. Scholars-at-Work takes place during Spring Break from Monday-Thursday, with a paid stipend. Through the establishment of these opportunities there were 7,444 Durham Public Schools students who benefited from the 3-2-1 Future Ready Initiative. The CTE Internship Program is open to rising juniors and seniors who attend Durham Public Schools. Internships take place during the academic school year and summer. Internship opportunities are offered in various industries such as agriculture, information technology and marketing. Lastly, the hiring fair was a new event that was to help graduating seniors who had plans to enter the workforce after high school. This event was held at the public library during the school day with transportation included from all comprehensive high schools. Employers were invited to this event who had entry level job openings for students and would hire on site.

#### *Program Title: Xello*

The implementation of Xello consisted of Career Development Coordinators and School counselors collaborating to market the Xello program to teachers and students.

#### **Outcome**

7,029 students completed the matchmaker assignment in Xello. The Xello matchmaker assignment is a requirement to be completed during the student's high school career as a career awareness activity.

#### *Program Title: Scholars-at-Work* Recruiting and Advertising

The recruiting for students Scholars-at-Work began in January for the upcoming spring break. Advertising took place via social media outlets and flyers handed out at all high schools. Students who were interested in participating then completed an online application.

Employers were shared the opportunity through the CTE Advisory Board meeting. These meetings consist of approximately 50 employers who meet quarterly to support Durham Public Schools CTE initiatives.

**Outcome**

The outcome of this program concluded with 44 students being placed at various companies for a summer career exposure activity. Students worked at the following companies: Merck, Durham Police Department,

*Program Title: Hiring Fair*

**Recruiting and Advertising**

The Spring 2021 Hiring Fair was held for graduating seniors who were seeking employment opportunities upon graduation. Requirements for students to participate in the hiring fair, they had to attend a resume writing and mock interview workshop. These requirements were to ensure that students were prepared to interview with employers on site. To market this event, Career Development Coordinators posted flyers, visited classrooms and used social media platforms.

*Outcome*

The outcome of the hiring fair concluded with 70 students participating in on-site job interviews. The event took place at the Durham Main Library which allowed students to be bused from all 10 comprehensive high schools. These students were notified ahead of time about the employers who would be attending and selected their top three. A total of 18 employers attended this event and interviewed students who were interested in full-time job opportunities. Some employers who participated in this event included: The Latino Credit Union, The University of North Carolina at Chapel Hill Facilities Maintenance Department, Bland Landscaping, FedEx, Durham Public Schools and Corning Incorporated.

Program Title	Number of Students Participating
Xello	7,029
Scholars-at-Work Spring Break 2021	44
Hiring Fair	70
Summer 2021 Interns	6
Oppti	295
Total Number of Students	7,444

**Academic Progress Made by Students:**

The 3-2-1 Future Ready Initiative has promoted academic success through courses that embed work-based learning activities and credential attainment in the curriculum. In Durham Public Schools, we offer multiple credentials and certification opportunities for our students through their CTE courses. Each of these opportunities was offered free of charge to students utilizing funds provided by the NC State Legislature. In addition to earning certifications/credentials students in these courses also participate in career awareness, exposure and experience activities that allow them to become Future Ready.

Below is a chart that illustrates the certification and number of credentials earned during the 2021-2022 School Year.

Certification	Number of Credentials Earned in SY21-22
Nurse Aid Certification	8
Emergency Medical Responder (EMR)	9
Emergency Medical Technical (EMT)	8
Barbering License	5
Cosmetology License	7
OSHA-10 Certification	38
OSHA 30 Certification	12
Forklift Certification	12

Fire Fighter	37
Drafting (Revit)	14
Autodesk Cert User 3DS Max	23
Autodesk Cert Use AutoCAD	25
ANSI-Accredited Food Protection Manager (Servesafe)	29
PrePAC in Culinary Arts	34
Adobe Photoshop	12
Adobe Premier Pro	12
Adobe Illustrator	7
Adobe Dreamweaver	2
S/P2 Auto Srvc Pollution Prevention	41
S/P2 Automotive Service Safety	33
Venture Entrepreneurial Expedition	127
Elanco Veterinary Med Applications	12

## Roanoke Rapids City Schools

**\$60,000 for 2021-2022**

### 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 2

- The partnership with J.H. Dixon an area construction company remains intact.
- Currently offering 32 CTE Courses.
- There are currently 11 career pathways.
- All course equipment has been purchased for Welding.

#### Goals Not Met in Year 2

- Renovations to the existing RRGSD maintenance shed has begun. The framing, office, and bathrooms have been done. Ceiling with grids and HVAC will be installed and other areas will be completed with a February 2023 completion goal.

### Academic Progress Made by Students:

Due to COVID-19 the original timeline for the program to start had to be pushed back. Therefore, 14 students started the Electrical Trades I during Spring 2022 semester.

The students enrolled in Electrical Trades I earned 36 NCCER Credential Modules earned from 3 of the 8 credentials offered. The teacher resigned that taught the Electrical Trades I course during mid Spring semester.

## Henderson County Schools

**\$60,000 for 2021-2022**

**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. During 2021-22 school year, we spent none of this money as we focused in other areas.

**Academic Progress Made by Students:**

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. As part of this effort, we are expanding our use of Pathful Explore (formerly Virtual Job Shadow). All of our sixth graders will take the embedded Career Cluster Inventory Survey, and we will use those results to begin a more robust conversation with our middle schoolers around the topic of careers. That, in combination with a more intentional effort to make parents and students aware of work based learning opportunities and opportunities in skilled trades will cultivate a demand for the programs available through our partnership with Blue Ridge Community College and Project CAST.

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**McDowell County Schools****\$60,000 for 2021-2022****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 with 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:**

- 90 6th grade students took a 9-week Design and Engineering course
- 68 7th grade students took a semester-long study of Minecraft Coding – Introductory

- 56 8th grade students took a semester-long study of Computer Science Discoveries II
- Students learned about careers in the engineering pathway

**Academic Progress Made by Students:**

- Engineering Structure test kits were purchased to enhance the class further.

**Chapel-Hill Carrboro City Schools**

**\$59,162 for 2021-2022**

**Goal of Grant Program:**

First, we want to thank the Education and Workforce Innovation Commission for choosing to invest in our vision. This grant has empowered our diverse collective to develop an innovative new workforce development model (“Summer Careers Academy”) and implement the inaugural program (“Building Our Future”), which has exceeded expectations and delivered a 100% completion rate! Below is some background that will provide helpful context as we discuss our original goals and expectations.

*Summer Careers Academy*

The Summer Careers Academy (SCA) is an innovative, eight-week career training program that connects residents, especially young adults (ages 16-24) who are underrepresented and underserved, with new skills and paid work experiences in compelling career pathways. The model is based on the successful employer-led Catawba Valley Community College Construction Careers Academy, which blends free in-classroom training and paid on-the-job experience.

What is unique about the SCA is the commitment to equity. The SCA is open to all (no experience required) and is specifically designed to meet the needs of the most disadvantaged in our community, including refugees, low-income students, and students of color. The program provides critical support services for students to overcome any and all barriers to success. Participants receive a competitive salary (\$12/hour, “Learning Wage”), complimentary equipment and attire, and holistic support along the way (food, transportation, language, and career services). Participants who successfully complete the program are college and career-ready and receive a completion bonus taking their salary to the “Living Wage.”

The SCA is governed by a Steering Committee that operates according to the principles of Collective Impact and is made up of educators, employers, elected and senior government officials, and community activists. Active Steering Committee members include Kathi Breweur of Chapel Hill-Carrboro City Schools, Shannon Braxton of Orange County Schools, Maryah Smith-Overman of Durham Technical Community College, Holly Fraccaro of the Home Builders Association of Durham, Orange, and Chatham Counties, Katie Loois of The Chamber for a Greater Chapel Hill-Carrboro, Tai Huynh of Acta Solutions and the Chapel Hill Town Council, Deon Temne of the Chapel Hill-Carrboro City Schools Board of Education, Tony McKnight of ApprenticeshipNC, and James (Jim) Porto, Ph.D., who is the former Mayor of Carrboro.

*Building Our Future*

The inaugural program of the SCA is focused on the skilled trades and is called “Building Our Future” (BOF). This is a new “Registered Youth Apprenticeship Program” and the students, called “Pre-Apprentices,” receive free in-classroom learning and paid on-the-job work experience as well as complimentary equipment and critical support services (food, transportation, language, and career services). Pre-Apprentices who successfully complete the program earn academic credit, industry-recognized certificates (NCCER, OSHA-10, and CPR/First Aid), and are prepared for full time employment in construction occupations (carpentry, plumbing, electrical, masonry, and HVAC-R repair) or are college-ready and can continue to “earn and learn” through a “Registered Apprenticeship Program” (RAP). The Home Builders Association of Durham, Orange, and Chatham Counties Foundation serves as the managing director of Building Our Future and works collaboratively with the Summer Careers Academy Steering Committee.

*Original Goals and Expectations*

The original goals and expectations for the SCA were to:

- 1) Develop the SCA model and BOF program according to best practices.
- 2) Build organizational capacity (hire coordinator).
- 3) Recruit a diverse inaugural cohort of 10 students and 10 employers.
- 4) Implement the inaugural program with an 80% completion rate.
- 5) Innovate and continuously improve (document lessons learned).

The SCA met and/or exceeded all five goals and the following report provides an overview of the implementation and a timeline of deliverables as well as a summary of the outputs and outcomes for the students, employers, and the program. It is a joy to share such good progress and we hope you enjoy reviewing this report!

### **Activities Accomplished:**

#### **Program Implementation**

- 2Q21: Secured EWIF grant and Kenan Charitable Trust matching funds.
- 3Q21: Hired an expert workforce development contractor to help finalize the SCA 8-week career training model and BOF skilled trades training program so that they are aligned with best practices and fit for Orange County purposes.
- 4Q21: Introduced the SCA and BOF to the public (10/20/21), hosted multiple employer recruitment events (10/28/21 and 10/29/21), began convening a Business Advisory Council (11/21), and hired talented contractors referred to as SCA program coordinators (12/21).
- 1Q22: Earned ApprenticeshipNC “Registered Youth Apprenticeship Program” status for the inaugural BOF program (1/22), launched the SCA website and called for applications to the inaugural BOF program (02/22/22), and hosted a half-dozen student recruitment events and more business advisory council meetings.
- 2Q22: Closed the application period for the inaugural cohort and finalized the program performance evaluation plan, hosted a Kickoff and Orientation Event (6/2/22), announced the inaugural cohort to the public (6/16/22), and successfully implemented the new BOF 8-week Registered Youth Apprenticeship Program from mid-June through early-August 2022.
- 2Q22: Concluded the inaugural program with a 100% completion rate and hosted a Graduation Celebration (08/05/22; see pictures and video).

#### *Program Performance*

A reliable indicator of overall program quality and participant satisfaction is the “Net Promoter Score,” which is a simple diagnostic developed by Bain & Company that uses a single question: How likely are you to recommend the program to a friend? Then, a formula is used to determine the score. Anything above 0 is considered good, above 50 is excellent, and above 76 is world class. The Summer Careers Academy earned a net promoter score of 67 from the students and 75 from the employers, signaling overall program excellence and an overwhelming willingness among students and employers to promote the program to others

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

Together with the matching funds from the Kenan Charitable Trust and other donations secured along the way, the Education and Workforce Investment Program Fund (EWIF) grant enabled the SCA Steering Committee to accomplish the following:

#### *Student Outputs:*

- 1) Recruitment: 40 students submitted Participant Interest Forms, 21 applicants completed the registration process and were invited to join the cohort, and 15 accepted the invitation and officially started the program (original goal was 10 students).
- 2) Diversity: The inaugural cohort of 15 Pre-Apprentices was extremely diverse with 4 identifying as Hispanic, Latino/a/x, or Spanish origin, 4 as Asian, 3 as Black or African American, 2 as White, and 2 who identify as other. Of the 15 Pre-Apprentices, 7 had graduated from high school and 8 were still in high school.
- 3) Experience: A majority (80%) of Pre-Apprentices reported they were not experienced in the skilled trades and fewer than half had ever taken a class in the skilled trades; worked or volunteered in the skilled trades; or had a parent, guardian, or mentor in the skilled trades.
- 4) Persistence: 100% of the Pre-Apprentices who started the program persisted past the half-way point.

#### *Student Outcomes:*



- 1) Experience: When asked to indicate the degree to which they agreed with the statement: "I am experienced in the skilled trades;" at the start of the program, only 20% of Pre-Apprentices agreed (3) but by the end of the program, 73% agreed (8) or strongly agreed (3).
- 2) Completion: 100% of Pre-Apprentices who started the program completed the program and 80% (12 of 15) earned the NC Registered Youth Apprenticeship Certificate for completing all academic and work experience requirements. Interestingly, a majority of Pre-Apprentices (8) reported that they would not have completed the program without at least some of the program services provided, including the transportation services (4), salary and/or gift cards for gas and meals (3), and/or language services (1).
- 3) Jobs: By the end of the program, a majority (87%) of Pre-Apprentices reported they are strongly interested (6) or interested (7) in a career in the skilled trades. Five of the fifteen Graduates received offers from their employers and four accepted (Bryant-Durham Electric, Brown Brothers Plumbing and Heating, The Lundy Management Group, and Green Horizon One Hour Heating & Air Conditioning). The others are continuing their studies in high school (Chapel Hill-Carrboro City Schools and Orange County Schools) or college (Durham Tech, Wake Tech, and Alamance Community College).

#### *Employer Outputs*

- 1) Recruitment: 30 employers submitted the Employer Interest Form and 11 proceeded through the registration process, were matched with a student, and became part of the inaugural cohort and provided the on-the-job paid work experience. (Original goal was 10 employers.)
- 2) Diversity: The inaugural cohort of 11 employers was diverse in size and sector with small, mid-size, and large employers from the public and private sectors.
- 3) Workforce Challenges: Of the employers who responded to the pre-survey (7), all agreed that they have a skilled trades talent pipeline challenge and are actively working to improve it. A majority of those employers (86%) are already providing job shadowing, internships, or work experiences; offering on the job training or other efforts to lower the barrier to entry; and paying a living wage. Interestingly, only one employer already offers a Register Apprenticeship certified by ApprenticeshipNC.

#### *Employer Outcomes*

- 1) Talent Recruitment: While all employers agreed that their organization was well-equipped to provide a meaningful and positive summer work experience for a Registered Youth Apprentice, the percentage of those who strongly agreed increased from 57% at the start of the program to 75% by the end.
- 2) Talent Acquisition: Five employers made offers to their Pre-Apprentice and four of those offers were accepted.
- 3) Recommitment: Of the employers who responded to the post-survey (8), 88% (7) indicated that they are extremely likely (10 out of 10) to renew participation in the Summer Careers Academy the next year.

## **Mount Airy City Schools**

**\$60,000 for 2021-2022**

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

The SAFER Surry project will place priority around the field of public safety to aid Mount Airy City Schools students with support around the following components: (a) post-secondary educational opportunities during the high school career, (b) post-secondary coursework support upon graduation, and (c) after-graduation career opportunities within Surry County and the region. Through strong partnerships with our local public safety providers at the Mount Airy Police Department (MAPD), Mount Airy Fire Department (MAFD), Surry County Emergency Services and the Surry Community College we are able to see the underutilized opportunities within this pathway to employment for our students. The higher education opportunities coupled with the needs of our community are a true win-win for our students and community at-large. Ongoing conversations and inclusion of the leaders within the local field of public safety allows our district to keep a temperature check on the changes and needs of this core area. COVID 19 has continued to impact this area as well and it is important that we support the field that supports all.

As a fairly new and innovative component to our work that just started in October 2020, the SAFER Surry project will align all participating students with mentorship opportunities. This will occur as a collaborative effort with our current school resource officers (SROs) that are already employed as public safety professionals within our schools. SROs will develop mentor/mentee relationships with our students aiming to achieve law enforcement

training through SCC. In the area of fire safety, the project will engage additional students through internships with the Mount Airy Fire Department (MAFD) and help align hands-on experiences that focus on work-based learning through the Junior Volunteer Fire Program. More importantly, the SAFER Surry Coordinator will prioritize reaching our female students with interests in fire safety careers. The current MAFD has zero female firefighters and seeks to recruit additional females to develop a stronger and more equitable team.

Mount Airy City Schools (MACS) has ongoing partnerships with Surry Community College (SCC), Mount Airy Police Department (MAPD) and Mount Airy Fire Department (MAFD). For this project they will develop a new partnership with Surry County Emergency Services as well. The SAFER Surry project will prioritize explicit and meaningful partnerships through a dedicated, part-time SAFER Surry Coordinator role. This role will be responsible for scheduling all of the following events: (a) Public Safety specific business advisory council meetings, (b) quarterly data analysis and programmatic needs meetings, (c) family engagement events aimed at informing and empowering students and families, (d) field trips for both students and teachers to SCC, and (e) facilitation of vertical professional development for teachers at K-12 and college level with a focus on work-ready skills.

**Activities Accomplished:**

Grant funds have funded a Career Development Coordinator at Mount Airy High School. This CDC works with all students in grades 9-12 as well as oversees the Internship program for 11 and 12 graders. Thirteen students enrolled in a public service internship and three students enrolled in CCP courses in public safety.

Public safety representatives continue to serve on the business advisory council for our district.

Field trip, guest speaker, and workforce development opportunities in the area of public safety have been offered too all students in grades 9-12 as part of the work of this grant.

**Academic Progress Made by Students:**

Thirteen students enrolled in a public service internship and three students enrolled in CCP courses in public safety during this period.

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**Rockingham County Schools**

**\$60,000 for 2021-2022**

**Goal of Grant Program:**

Rockingham County Schools original goals and expectations were to bring innovation out of our students. We seek to create innovators and entrepreneurs by identifying interest at middle school and developing their creative and entrepreneurial thinking through the integration of art, technology and mathematics and an emphasis on the design process throughout their time in the program. The program builds on the work of Lorin Anderson, Tony Wagner and Ted Dintersmith and Ken Robinson; along with Hahn Meeder, Gardner, Sal Kahn who recognize that a large portion of our students have not been successful in school because they have not been taught in a manner that capitalizes on their individual strengths and unique interests. We sought to capitalize on these factors by tailoring course sequences and instruction to student interest. The program emphasizes entrepreneurship and innovation as a unifying factor that will in and of itself lead to success in the 21st Century economy. Our strategy called for the thoughtful integration of art, math and technology as a means of engaging even our most disenfranchised youth. We hope that this project will serve as a catalyst for establishing a culture within our school district where entrepreneurship and innovation can flourish. The following are the primary strategies which the grant funding will help develop:

- Provide all 7th grade students with interest assessments and career counseling
- Provide all 8th grade students with a career cluster assessment.
- Populate career cluster assessment results in PowerSchool, to be accessible by each student's teachers and counselors.
- Identify students and develop a cohort who are visual learners and/or have demonstrated an interest in a design oriented field and group them in the same 8th grade math class.
- Encourage their participation in the Creative Design and Arts program
- Provide middle school math and art teachers and Technology teachers with training that will
- help students visualize mathematics by the utilization of CAD programs, 3-D printers and 3-D

- scanners.
- Counsel students toward career, CCP, apprenticeship or a business start-up
- Engage cohort of rising 12th grade students in a two-week summer program where they will
- succeed in starting a small business.
- Schedule senior business owners in entrepreneurship, Microsoft Excel, Wealth Building.
- Provide coaching for business startup concentration at RHS once per week through Economic Development personnel and RCC small business center personnel.

#### **Activities Accomplished:**

- 76 Creative and Design Arts Academy students were given the opportunity to use industry standard Adobe Software on industry standard computers to gain knowledge of various design software.
- 40 Creative and Design Arts Academy students earned credentials in Adobe Photoshop and Illustrator.
- The ability to employ a middle school coach increased the enrollment of freshman from 8 to 30 in the Creative Design and Arts Academy
- The curriculum development of Introduction to Design (only taught in Rockingham County) helped to introduce 9th grade students to the various elements of design offered to them at the highschool level.
- After completing Introduction to Design students have the prerequisite skills needed to build upon the first level and increase their chances in completing a concentrator course
- Twenty-four students were enrolled in entrepreneurship this school year. The students were exposed to the “Above the EDGE” small business program. These students created a business plan as part of the class and presented it to small business owners and local county representatives.

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

The Rockingham County Schools’ Entrepreneurship and Innovation Project achieved the following:

- 80% of CDAA students maintained at least a 2.8 GPA by the end of their 9th grade year.
- 100% of CDAA students will produce a portfolio of work. 4 students successfully start a business prior to graduating from high school each year.
- 95% of 8th grade students within the district completed a career cluster assessment.
- 95% of 7th grade students within the district completed an interest inventory.
- 100% of CDAA students will produce a digital portfolio that will be critiqued by CDAA staff members 100% of CDAA students will have access to cutting edge design technology and software.

80% of CDAA students achieved a 2.8 GPA or better at RHS by the end of their 10th grade year. The 2.8 GPA opened 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.

The CDAA has increased the number of students participating in CDAA by 50%. The CDAA uses several avenues of student assessment. This will be accomplished by the assignment of authentic projects whenever possible. This means that students will engage in design work for an actual client within the community.

### **Warren County Schools**

**\$60,000 for 2021-2022**

#### **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 is 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.

**Academic Progress Made by Students:**

The grants have allowed training for two teachers in the NC Real Certification. These two teachers are inf using this curriculum into daily teaching practices as reinforcement and supplement materials. This approach is offering workf orce preparation for multiple grade levels (9-12) in the small rural school district of Warren County, especially those interested in trades and industry, business management, or entrepreneurship.

On the rebound of the pandemic, students participation with blended learning has increased. 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. This opportunity has allowed students that did not have access to credentials d uring the pandemic, a chance to participate in credentialing and certifications.

**Washington County Schools**

**\$60,000 for 2021-2022**

**Goal of Grant Program:**

The original goal and expectation for this program was to expand our Career and Technical Education program offerings. With input from our advisory board and several stakeholders we decided to implement the Manufacturing Career Cluster; specifically, the welding program to be housed at our local high school.

The goal of adding the Manufacturing cluster to the Washington County Schools' Career and Technical Education (CTE) program is to provide our students with opportunities to pursue courses of study that are aligned with their interests and opportunities for students to connect the classroom to the real- world of work.

The Education and Workforce Innovation Grant funding was utilized to purchase needed welding equipment and supplies. Funding was utilized for construction and renovation of a classroom space located at the high school. Funding was used to purchase traditional as well as virtual welders.

Construction and renovation efforts provided a dividing wall to separate the welding lab from the automotive lab. We also updated the electrical wiring to match the specifics of the needed equipment.

**Activities Accomplished:**

Equipment, supplies and material have been purchased and the lab is set up and ready.

All purchases were made during the 2021 fiscal year so there were very few items that needed purchasing for the 2022 fiscal year. We had to pay the fee for the annual lease of the tanks that we utilize for the welders. We do not have to pay the instructor's salary because the instructor was provided by our local community college. There were very few purchases during this fiscal year as detailed below in the budget report.

**Academic Progress Made by Students:**

We had ten participants enrolled in the welding course and lab. Unfortunately, we were unable to find an instructor that could teach during the school day. The local community college was able to provide us with an instructor to service students and community members in the afternoons. Utilizing the afternoon setting we were able to service ten students, two of which were Washington County Schools students and the remaining eight students were from our community. The two Washington County Schools students successfully passed the course. We were unable to get data for students that were not Washington County Schools students due to confidentiality.

The two Washington County Schools students reported positive feedback and liked the flexibility of being able to attend the classes in the afternoon. Student interviews also revealed that they began as novice welders with very little knowledge and ended the course knowing how to cut with fire, stick weld, and create t-joints. Students shared their positive experience with their schoolmates and as a result enrollment increased from two students during the 2021-2022 school year to ten students interested in enrolling in the course for the 2022-2023 school year. The community members have also given positive reviews and we have several new community members who are interested in taking the welding course this school year (2023) if offered in the afternoons.

**Wilkes County Schools**  
**\$59,985 for 2021-2022**

- **Goal of Grant Program:**

- Graduation Rate of 90% or Higher – 100% of Wilkes Central JNCG seniors graduated
- Civilian Job Placement/Military Service of 60% or Higher – 82.61% of Wilkes Central students achieved this goal
- Full-Time Employment of 60% or Higher – 100% of WCHS 2021 JNCG graduates achieved this goal
- Positive Outcomes of 75% or Higher – as calculated by work, post-secondary education, and military service- 82.61% of JNCG students in the WCHS Class of 2021 achieved this goal
- Higher Education Rate of 35% or Higher – 26.09% of WCHS JNCG students achieved this goal

**Activities Accomplished:**

The JNCG curriculum developed by JAG National is delivered in a classroom setting. Students are required to achieve 80% mastery of 37 employability lessons. In addition to the curriculum, the JNCG Specialist work with each student to support their academics in core subjects and to address any one or more of the barriers they face that allowed them into the program.

JNCG includes several initiatives that reinforce the skills taught in the classroom. "Jump Start Jobs Week" is held each semester where local and regional employers come to the class to speak with students about job option and preparation. This past year, companies participating in "Jump Start Jobs Week" included Matt Matthews State Farm Insurance, NC Works, Go-Getter's Merchandising, State Employees Credit Union, and GE Aviation. NC Works representatives worked with our students on resume building, interview skills, and how to have a successful transition to higher education enrollment, employment or military enlistment after high school. They provided in-depth "tricks and tips" to creating a winning resume and to successfully interviewing and landing a job. The success of these experiences and support led to 19 Class of '22 graduates finding full-time employment within and around the county by June, 2022.

**Academic Progress Made by Students:**

100% of JNCG seniors graduated this spring. The students credited JNCG for supporting this accomplishment. During the first month of follow-up meetings with students, of 32 recent graduates, seven enrolled in Wilkes Community College or another four-year university, 19 graduates are full-time employed. During the school year, we were able to remove an average of one barrier per student including obtaining a drivers license, improving attendance or GPA, or reaching graduation on time. Barriers facing our JNCG students are significant and the average number of challenges is 7.9 97% of JNCG students were lacking marketable skills for the local labor market. 74% brought with them a past record of excessive absences. 56% were not connected to any extracurricular activities. 67% were in need of transportation to and from work or school. 48% had a history of low academic performance.

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**Charter School: Invest Collegiate**

**\$60,000 for 2021-2022**

**Goal of Grant Program:**

The original outcome, goals and expectations for the program included INVEST COLLEGIATE: Transform establishing a comprehensive approach of enhancing the knowledge and skills of teachers and school administrators through our proposed professional development offerings. These offerings will range from technology usage in the classroom, culturally responsive teaching and pedagogy, data driven instruction, and implementing project-based learning for students to explore and discover while staff members facilitate the students learning. Through our approach we will create weekly data meetings, implement professional learning communities to allow for both vertical and horizontal planning, and small group sessions monthly where teachers and other administrators can model exemplar lessons, tools and techniques they are using within their classroom in essence a train the trainer model where they will then come back to ICT and present what they have learned from either personal classroom experience or other professional development sessions.

**Activities Accomplished:**

Currently we have a thriving dual-enrollment partnership with CPCC which has allowed almost 20 high school students at ICT to attend both high school and college at the same time, with the program we have established book vouchers, proper transportation to and from campus, food vouchers for the students to eat while on campus, and have started to make future growth plans to allow more than just 11th and 12th grade students the opportunity to attend CPCC.

We have also formed an ICT-TV called WICTTV studio here at the school that allows the students to work with a business community partner Feel Good Noir a Black-Owned small business and Steve Joyner Consultant Group who is our original community partner. They get to work on the networking, hardware/software of the studio, and learn how to create a production and podcast as well.

We are also working on forming our podcast as well which will be streamed with a newly formed partnership with Radio One.

**Academic Progress Made by Students:**

In our original grant application we stated that INVEST COLLEGIATE: Transform will measure the effectiveness of the program by utilizing the following data points stated below.

- 1) All Grade Levels (Grades 9 - 12) NWEA MAP Data:

-75 to 85 percent of students who are "On-Track" based on the Projected Proficiency Report by the winter assessment, and 90 percent by the spring assessment window.

- 2) 9th Grade:  
-75 percent of students on the Pre-ACT 8/9 Test Data will have a composite score of 20 or higher during the fall test administration date.
- 3) 10th Grade:  
-Pre-ACT scores (70 to 75 percent of students scoring a 24 or higher).  
-90 percent of students to become eligible for dual-enrollment participation starting their junior year through GPA requirement or dual-enrollment placement test scores.
- 4) 11th Grade:  
-75 percent of students of dual-enrollment students obtaining a 3.0 or higher.  
-70 - 75 percent of students scoring above 24 on the ACT.
- 5) 12th Grade:  
-95 percent College admission acceptance rate. (Starting with the class of 2023.)  
-90 to 95 percent of students entering trade schools or careers upon graduation if not attending college.

As of the start of the 2022-2023 school year and based on EOC data from Spring 2022 the following results have been achieved:

1. 85% on track
2. 90% of students have a score of 20 or higher
3. 100% are eligible for dual-enrollment and 65% scored a 24 or higher on the ACT examinations
4. 90% scored a 3.0 or higher gpa and met all ACT requirements
5. Work in progress with the second half 22-23 school year grant funds

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## **Charter School: Girls Leadership Academy of Wilmington**

### **\$60,000 for 2021-2022**

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

80% of students who engage in the program will endorse increased feelings 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 2022 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 at students. This resulted in a few students not performing as well as 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, began and the topic of the discussion was time management skills during those days in an effort to promote success this fall.

We have begun recruiting for our next round of "Early Risers" for the Spring of 2023 and look forward to including more students moving forward in this opportunity.

**Academic Progress Made by Students:**

The seventeen GLOW girls who are participants in the "Early Risers" programming are excelling with their coursework. Below are statistics reflective of their current academic achievement in their class: This summer GLOW girls took CIS 110-Intro to Computers. This course introduces computer concepts, including fundamentals functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. (CFCC, 2020) This course is the foundational course for the Business Administration certification at CFCC. The Glow girls who participated in the early risers programming are excelling with their coursework. Below are the statistics reflective of their current academic achievement in their class.

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 a technology classroom for five days with the professor from CFCC working on the current material.

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

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

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

Similarly to how the EWIC Commission set the grant parameters for the Education and Workforce Innovation Program fund, the Commission voted to make the Grade Expansion Program a two-year grant cycle for the twenty-eight applicants who were approved for the 2019-2020 and 2020-2021 school years. The Commission did not change the funding amounts, which means each grantee is eligible for up to \$50,000 per year and \$100,000 per grant cycle. The grant cycle which pertains to this report and directly follows the aforementioned grant cycle was for 2021-22 – 2022-23. This report will cover the grants reported on for the 2021-22 school year. There are 23 grantees in this grant cycle.

Also of note, there have been two instances since 2021 in which the funds reverted from the local grantees and the Career and Technical Education Division and Financial Business Services Division at NCDPI had to work to retrieve funds for grantees. One of these instances was pursuant the 2021-22 Fiscal Year Budget Revision section 4.5. This occurred regardless of the following excerpt from the corresponding grant legislation: "(a) 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."

Grant awards included the following local school administrative units:

**Alexander County Schools****The Use of the Grant Funds:**

Grant funds were used to employ a full time Career Development Coordinator to serve the 2 middle schools in Alexander County- East Alexander and West Alexander Middle. Additional funds from 014 state and 017 federal funds were used to expand materials and programs under the guidance of the middle school CDC. As a result of industry need and to better align with high school pathways, Paxton Patterson College & Career labs were expanded to include 3 new whole class modules (Nursing, Green Construction, and Energy & Power) at both middle schools. Makeblock mBots were purchased to enhance coding and robotics in the business classes at



both middle schools. Due to a history of difficulty with the career planning platform Naviance (students were not able to log in to complete career inventories and lessons despite having worked for over a year to get this running) we ceased use of Naviance in January 2022. The middle school CDC researched career development platforms, collaborated with other middle school CDCs in the state, and transitioned our career platform to Xello in February 2022. This career platform will be used for middle school students to create career development plans in our middle schools, with the hopes of expanding to high school as students transition.

Number of Students Enrolled in CTE Courses as Part of the Grant:

6th grade students- 346

7th grade students- 355

8th grade students-349

Total=1,050

Number of Students who Subsequently Enrolled in High School CTE Courses:

In the 2021-2022 school year, 324 of the 354 ninth grade students were enrolled in at least one CTE course. Top enrollments for ninth graders were Construction Core (83), Foods & Nutrition I (70), Agriscience (61), Child Development (53).

Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:

In the 2021-2022 school year, there were 25 students who participated in internships.

Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:

In the 2021-2022 school year, 365 students earned an industry credential and 8 students earned CCP credits in a CTE pathway.

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### **Alleghany County Schools**

The Use of the Grant Funds:

Alleghany County has utilized funds to hire a middle grades teacher/CDC. This teacher teaches career classes at Sparta School and serves as the middle grades CDC district wide

Number of Students Enrolled in CTE Courses as Part of the Grant:

154

Number of Students who Subsequently Enrolled in High School CTE Courses:

145

Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:

25

Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:

30

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### **Brunswick County Schools**

The Use of the Grant Funds:

Funds from the CTE Grade Expansion Grant continue to be utilized to employ a full-time middle grades Career Development Coordinator (CDC). Our CDC worked diligently all school year providing career awareness and career exploration opportunities 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. Our CDC effectively collaborates with the administrative and school improvement teams at each of her school's in an effort to market and promote additional middle school CTE courses such as Exploring Carpentry, Exploring Healthcare, Exploring Technology, and Minecraft Coding.

The program MajorClarity was adopted by our district and continues to be utilized for students in grades 7-12. The results of the MajorClarity assessments are used to guide a student's career exploration activities. Utilizing the 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 specific 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 to identify middle school CTE programs that reflect 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 2,684.

**Number of Students who Subsequently Enrolled in High School CTE Courses:**

7,281 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

**Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:**

Not applicable

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## **Cabarrus County Schools**

**The Use of the Grant Funds:**

The programs that we identified for expansion included middle school Agriculture, Health Sciences, and Computer Science. We now offer Computer Science at all 8 middle schools in the district. We also offer Health Sciences at 1 middle school. We also opened a new Agriculture program at 1 middle school.

**Number of Students Enrolled in CTE Courses as Part of the Grant:**

The duplicated count for FY22 was 3273 sixth-grade students and 2722 seventh-grade students enrolled in CTE courses.

**Number of Students who Subsequently Enrolled in High School CTE Courses:**

The unduplicated count FY23 is 2188 ninth-grade students enrolled in high school CTE courses. Since students take more than one CTE course, the duplicated count for FY23 is 3323 ninth-grade students enrolled in high school CTE courses.

**Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:**

The only work-based learning opportunity for middle school students is an eighth-grade job shadowing event through Students@Work. This year there were 800 students who participated in Students@Work.

Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:

The funds received from the Grade Expansion Grant went completely to middle school programs. We only offer CCP and articulated credit to high school students. The answer to this question would be 0.

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### **Carteret County Public Schools**

The Use of the Grant Funds:

Carteret County Public Schools was awarded the CTE Expansion Grant in March of 2018. With this grant, the funding was used to hire a Middle School Career Development Coordinator to serve the five Middle Schools. Approximately 6,842 students have been reached with this added position from 2019-present in our middle schools. We have been able to bring a variety of programs and opportunities otherwise not available to this population. We have been able to host a Middle School Manufacturing Day with a tour, Farm to Table event, Forensics Day, and IT/Fine Arts Day. These are all events that we partner with Carteret Community College and the NC BioNetwork. Covid put a pause on our monthly Career Cafes but intends on starting that back for this school year (2022-2023). With Career Cafes in our middle schools, we have hosted a variety of guest speakers including Great Clips Cosmetology, Geodynamics Oceanography, Sanborn Orthodontics Dental Assistant, Jarrett Bay Boatworks Construction Trades, Chick-Fil-A, Purcell Group (McDonalds), and Hospitality 81 for Food Services and Entrepreneurship, NCWorks on Labor Laws, and NC SECU on personal finance. Every year we have participated in Students@Work STEM Week with tours of FRC-East, hosting the FABLAB in the schools, and having Engineers as guest speakers. Middle School students have participated in NCACTE Legislative Day, attended Regional and State FBLA Conference with the CDC as a chaperone and judge, as well as State TSA Conference as a chaperone and judge. Planned Community College and High School Tours as well as High School registration talks on CCP and Career Cluster information with all 8th graders. Career Development Lessons in all 8th-grade classrooms each year to complete interest inventories. We use these results to invite our middle school students to all of these career-specific events we have throughout the year. Covid stopped our CTEExpo for the last 2 years, but we are reinstating this in February of 2023.

Number of Students Enrolled in CTE Courses as Part of the Grant:

2018-2019 - 1726  
2019-2020 - 1815  
2020-2021 - 2378  
2021-2022 - 2649

Number of Students who Subsequently Enrolled in High School CTE Courses:

2018-2019 - 0 - This was our first year in which the grant was awarded.  
2019-2020 - 930  
2020-2021 - 2006  
2021-2022 - 3859

Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:

2018-2019 - 0  
2019-2020 - 0 (9th only)  
2020-2021 - 0 (9th and 10th only)  
2021-2022 - 41 (9th, 10th, 11th only)

Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:

2018-2019 - 0  
2019-2020 - 61 (9th only)  
2020-2021 - 74 (9th and 10th only)  
2021-2022 - 165 (9th, 10th, 11th)

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### **Hickory City Schools**

**The Use of the Grant Funds:**

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:**

432 (247 at Northview, 185 at Grandview, counting only 6th and 7th graders)

**Number of Students who Subsequently Enrolled in High School CTE Courses:**

In the 2021-2022 school year, there were 643 students enrolled in CTE courses at the high school level (current 9th, 10th, and 11th graders only; seniors 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:**

Only three of our students who were affected by the grant have participated in these opportunities so far, and all three were in internships. We were just restarting our internship program this year after all but suspending it in 2020-21. Our program numbers overall were lower than a normal year, and only a handful of those participants were juniors. This number should continue to trend up moving forward, as companies grow more and more willing to take in our students and the oldest cohort affected by the grant reaches 12th grade next year.

**Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:**

With our oldest cohort reaching 11th grade, CCP opportunities increased compared to previous years. 64 students who were in 6th or 7th grade while the expansion grant was active have earned CCP credit. The number of students earning credentials has increased as well, and we now count 293 students who have gone on to earn industry-recognized credentials.

**Cherokee County Schools**

**The Use of the Grant Funds:**

Grant funds are used to fund a portion of a middle grades CDC position’s salary and benefits. The middle school CDC works in all six of the district schools that house middle school students. The position rotates around to these schools and presents on CTE course offerings, pathways, and careers. Additionally, the CDC schedules speakers, field trips, and on-site career experiences for our sixth and seventh grade students.

**Number of Students Enrolled in CTE Courses as Part of the Grant:**

Grades Served	Count of Grade
6	58
7	130
8	121
Total	309

Taken from Vault (2Jun) Enrollments 2021-22 and only counted each student individually.

**Number of Students who Subsequently Enrolled in High School CTE Courses:**

124 students who were 7th graders in 2019-20 and were 9th graders in 2021-22 enrolled in CTE courses at their respective high schools.

**Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:**

Students served during the 2019-20 school year have not reached the age of 16 and have not been allowed to enroll courses yet in internships, cooperative education, or apprentice programs.

**Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:**

Students served during the 2019-20 school year have not reached the age of 16 and have not been allowed to enroll in college courses yet.

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### **Clay County Schools**

#### **The Use of the Grant Funds:**

The grant is used to fund the salary for a CTE Information Technology teacher and benefits at Hayesville Middle School. Being able to have this grant to fund a teacher enables our 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), enhances our Information Technology classes at the high school level. Since January 2019, middle school students have had the opportunity to experience coding which 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. We will continue to offer Computer Discoveries for the upcoming school year to our 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:**

Clay County Schools had a total of 80 middle school students enrolled in courses provided as part of the expansion grant for the 2021-2022 school year.

#### **Number of Students who Subsequently Enrolled in High School CTE Courses:**

275 unduplicated students enrolled in CTE courses for the 2021-2022 school year. A total of 449 duplicated for the 2021-2022 school year.

#### **Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:**

Clay County had a total of 9 students that participated in internships for the 2021-2022 school year.

#### **Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:**

-Unduplicated students that earned college credit = 69

-Industry certifications/credentials = 272

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### **Cumberland County Schools**

#### **The Use of the Grant Funds:**

Grant funds have been used to fund a middle grades Career Development Coordinator position. This position supports 17 middle schools, 61 middle school CTE Teachers, with 10,368 middle school CTE student participants. Through this position, CCS CTE has been able to expand career exploration activities and programs as well as curriculum expansion. CCS CTE has added an annual Career Pathway Fair that allows for middle school students to explore careers in the 16 career clusters that include high school and college programs and employers. Students now have access to virtual field trips; in-school STEM days; and career ready labs that were not within the CTE program prior to this position. CCS has also been able to provide districtwide implementation of a career readiness platform for students in grades K-12. The CDC through this grant has been the project manager. With the CDC as the project manager for districtwide implementation, 9,263 middle school students were able to activate accounts to the platform with a 74% districtwide return rate. CCS was also able to onboard

5th grade career exploration activities through the career readiness platform led by the CDC with a 61% total 5th grade activation rate and 60% account return rate.

**Number of Students Enrolled in CTE Courses as Part of the Grant:**

CCS CTE reported 10,386 CTE non-duplicated middle school participants. These students are enrolled in CTE courses that range from computer skills; computer science and information technology; business and marketing; Project Lead the Way; and Paxton Patterson Career Ready labs. All CTE participants have career readiness platform access with a single user sign on to begin career exploration and academic and career planning.

**Number of Students who Subsequently Enrolled in High School CTE Courses:**

CCS reported 10,318 unduplicated high school CTE participants. CTE participation does not see significant decreases from middle to high school as innovative and engaging learning experiences and exposure begin in middle grades to develop student interests. CTE Concentrators made up 40% of the 2022 graduating class in comparison to 37% in 2021 and 38% in 2020. As CCS makes continued efforts to provide widespread exposure beginning in middle grades with CTE curriculum and work-based learning experiences, the number of CTE v Concentrators is expected to continuously increase annually. Early exposure is key and the that is funded through this grant has been critical to helping students gain early exposure.

**Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:**

As the local community and school district continue to recover from COVID-19, internship program participation significantly decreased. CCS CTE was not able to host the summer paid internship program, ICON during summer 2020 and summer 2021. This year, CCS CTE was able to partner with the following local businesses: Blue Ridge Power, Public Works Commission, The Chemours Company, The Town of Hope Mills, and Cumberland County Schools Technology Department to offer paid summer internships for students this summer.

Altogether, 34 high school students ages 16 and older were able to complete a total of 3,722 on the job work experience.

CCS CTE is currently exploring a continued internship partnership with Blue Ridge Power and has submitted a CCP Workforce Continuing Education Pathway application. The goal is to begin enrolling students in this work-ready training to prepare them to meet current and future workforce gaps in the solar industry.

**Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:**

CCS students earned 7,706 college credits through CCP during the Fall 2021 and Spring 2022 semesters. 70 students graduated from Fayetteville Technical Community College with a CTE Certification and 39 students graduated with an Associate's Degree from Fayetteville Technical Community College through the career focused Cooperative Innovative High School.

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## **Currituck County Schools**

**The Use of the Grant Funds:**

The Currituck County Schools Career and Technical Education program offers a variety of CTE opportunities. At our two middle schools, Business, Agriculture, Coding, and Career Decisions are offered. Both schools host active FBLA and FFA chapters where students have excelled at the state and national levels.

Data has depicted significant growth in rising 8th grade CTE course selection that also reflects the local business and industry needs of our quickly growing county. Ninth grade CTE registration and career focus as a result of the expansion grant activities implemented over the last two years. Increased opportunities for students to plan and focus career exploration at the 6th and 7th grade levels has helped guide parent involvement in student career planning. The expansion program and related activities have become an integral part of guiding student development through guidance counselors, parents, teachers, and administrators. Data and student career awareness from the expansion activities are driving new course and pathway offering to closely match our local industry and stake holder needs.

*Continuing 6th Grade Expansion Opportunities*

1. Job Shadow activities based on student interest and virtual job shadow data collected

2. Bi-weekly Career Café moments
3. Rotational class room push-in schedule 'micro-lesson' highlighting the pathway of the month
4. CFNC activities
5. Guest speakers- from the career clusters
6. Career Day
7. High School Programing house presentations
8. Field Trips to local industry
9. 360 Video's highlighting high school courses and career pathways
10. Monthly newsletters to student, staff, parents, and stakeholders highlighting monthly pathways, High School course offering within the pathway, and participating industry partners.

#### *7th Grade Exploration*

1. Traitify interest inventory exercises through NC Works
2. Virtual reality sessions that concentrate on specific jobs and duties inside of each career field.
3. Guided business and industry job shadowing sessions
4. Individual High School Program guided shadowing sessions
5. Community College peer shadowing
6. Career Day event
7. Interactive software featuring virtual job shadowing, 360 video, and Oculus go
8. Monthly newsletters to student, staff, parents, and stakeholders highlighting monthly pathways, High School course offering within the pathway, and participating industry partners.

#### *Parent/Community Fair Night*

1. Student career data will be collected and processed by the use of the Career Cruising platform, student data will be reviewed upon the completion of each semester. Student information gathered by the outlined activities will be used to develop student's required 4 year plan and shared with their parents and/or guardians, and counselors for scheduling.
2. Through the scheduled guided business and industry job shadowing and follow up sessions students and staff will build relationships with local business and industry partners. Community College shadowing will aid in developing a positive working relationship between Currituck County Schools and local COA.
3. Participation in Career Day and Parent Community have provided the bridge for students, parents, community and business and industry to develop lasting relationships that will benefit students and support programs.

Number of Students Enrolled in CTE Courses as Part of the Grant:  
896 students enrolled in two middle schools

Number of Students who Subsequently Enrolled in High School CTE Courses:  
1,100 students enrolled in two high schools – early college and traditional

Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:  
20 students enrolled in our Internship program

Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:

- The number of students that earned college credit is 75
- The number of students that earned an industry certification/credential for the 2021-2022 school year is 182

## **Elkin City Schools**

The Use of the Grant Funds:  
Funding has been used to provide a Middle Grades Career Development Coordinator to serve grades 6, 7, and 8. The CDC works with students to develop career goals, guides students in completing interest inventories in Major Clarity, contacts business/industry to provide Career Cafes, Career Fairs, and Reality Store simulations.

Number of Students Enrolled in CTE Courses as Part of the Grant:  
Grade 5-Activities provided. Interest Inventory, Career discussions, Touch a Truck Fair  
Grade 6 Enrollment: 70  
Grade 7 Enrollment: 75  
Grade 8 Enrollment: 96

Total Enrollment: 241

Number of Students who Subsequently Enrolled in High School CTE Courses:  
Grade 9 Enrollment (2022-2023) -100% of Freshmen enrolled in a CTE course

Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:

2021-2022 Academic Year

Internships: 15

Paid Apprenticeships-11 Surry Yadkin Works Program

Internship Requests for 2022-2023 Academic Year

Internships: 19

Surry-Yadkin Works Apprenticeships: 20

Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:

CCP-247 CCP Credits Earned

Articulated Credits-15

Approved Industry Certifications/Credentials: 229

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## **Franklin County Schools**

The Use of the Grant Funds:

The funds are used to continue the employment of an Agriculture Education teacher to teach the following exploratory courses: Exploring Environmental and Natural Resources, Exploring Food and Agricultural Products, and Exploring Animal and Plant Science 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. We offer a range of agriculture courses at the high school level such as Animal Science and Horticulture. This course helps to peak students interest and increases the likelihood that they will register for agriculture in high school.

Number of Students Enrolled in CTE Courses as Part of the Grant:

There are approximately 157 students enrolled in the middle grades agriculture courses.

Number of Students who Subsequently Enrolled in High School CTE Courses:

We do not currently have this information, but we will implement a process for tracking students who enroll in our middle grades agriculture program and who then go on to enroll in the high school program. I'm confident that these students are going on to pursue agriculture courses in high school, but we have to develop a system for monitoring their course selections.

Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:

Middle grades students do not participate in internships and apprenticeship programs. We also have not had many students participate in these types of work based learning since COVID-19. However, the teacher introduced students to various careers using the Xello platform in all of her classes. Therefore, approximately 157 students received this form of career readiness.

Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:



This data is not currently available since students that participated in this program are still in middle school or are 9th grade students. We will put a system in place to track the students enrolled in the middle grades program as they move on to high school courses.

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## Henderson County Schools

The Use of the Grant Funds:

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

- 1,801 career interest assessments were completed by our middle school students which is an increase of 248 assessments from the previous school year
- 9,572 virtual job shadowing experiences were completed by our middle school students which is an increase of 4,601 from the previous school year
- 7,758 Question & Answer Videos were viewed by our middle school students. This is an increase of 3,369 from the previous school year
- 250 students participated in the online virtual Students@Work event. This online lesson developed by the Career Development Coordinator provided our middle school students with an overview of the importance of interest with careers. Part of the lesson provided students with the knowledge of our high school opportunities in CTE classes, especially internships and apprenticeships.
- The Career Development Coordinator worked closely with Blue Ridge Community College leaders to offer a "CTE Middle School Day" where 45 students (180 total) from each of HCPS' four middle schools visited Blue Ridge's Henderson County campus. Students explored the College's Horticulture, Automotive, Coding/Computer Programming, Engineering/Advanced Manufacturing, and apprenticeship programs. They also learned about classes available to high schoolers pursuing CTE Career Pathways. In addition to the students, each school sent their 3 CTE Teachers.
- The Career Development Coordinator provided an online lesson where every 8th grader at Rugby Middle School completed the lesson that focused on careers and tied directly to the Rugby Middle School Career Day.
- The Career Development Coordinator provided an online lesson where every 8th grader at Apple Valley Middle School completed this online lesson that focused students on high school course offerings and the connection between student interest, careers, and high school opportunities.
- Data shows that by starting to work with middle school students on careers, it has increased our high school participation numbers by the following:
  - 2112 Career job shadowing videos were viewed by our high school students which is an increase of 1066 from the previous year.
  - 2209 Question & Answer videos were viewed by our high school students which is an increase of 274 from the previous year.
  - 1984 Career assessments were conducted by high school students which is an increase of 1,083 from the previous year.
- 2,809 Life Skills Videos were viewed by our students grades 6-12. The most viewed videos covered topics such as Soft Skills, Leadership, Job Success, Follow Your Passion, Internships, Empathy, Collaboration, and Networking. These videos provide students with additional support as they work to build their future career.
- A Career Day at Rugby Middle School was held for every 8th grader. Students took interest surveys which matched their interests to careers. The top careers were identified and those careers were invited to participate in the event. Approximately 30 business/industry leaders reported to the school where they did presentations to students about their career field. Students took a career day pre-lesson which was developed by the Career Development Coordinator. In addition, students were asked to write thank you notes and complete a survey.
- The Career Development Coordinator completed flex lessons around the grant area career clusters. These lessons were shared with staff and encouraged to use with students to introduce various career clusters.

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. Career Cluster lessons were developed specifically for HCPS students to strengthen their knowledge of our North Carolina Career Clusters.

Number of Students Enrolled in CTE Courses as Part of the Grant:

- Apple Valley - 900
- Flat Rock - 1,604
- Hendersonville - 1,283
- Rugby - 1,142
- Total Enrollment grades 6-8 = 4,929
- Note that enrollment decreased from 2020-2021 (5,453) by 524 students.

Number of Students who Subsequently Enrolled in High School CTE Courses:

CTE Enrollment numbers for each high school for the 2021-2022 school year

- East Henderson - 1452
- HCPS Career Academy - 180
- Hendersonville - 733
- North Henderson - 1451
- West Henderson - 1445
- Total Enrollment grades 9-12 = 5,422
- Note that enrollment increased from 2020-2021 (5,246) by 176 students.

Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:

During the 2021-2022 school year, HCPS had 23 students participating in high school internships which unfortunately continued to be negatively impacted by the COVID pandemic. Many businesses were unable to accept student interns.

HCPS had two new apprenticeship programs rolled out in the 2020-2021 school year in Business & Banking and Automotive with a total of 22 students participating in the HCPS Apprenticeship Program. The partnership between HCPS and Blue Ridge Community College (BRCC) continues to strengthen the apprenticeship program by increasing overall enrollment by 9 students from 2021 to 2022.

Below are the 2021 apprenticeship enrollment numbers:

- Automotive - 13 which is an increase from the previous year of 9
- Business & Banking - 6 which is an increase from the previous year of 1
- Made In Henderson County (Advanced Manufacturing) - 8 which remained the same as 8 the previous year

Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:

HCPS has continued to see growth in the area of CCP, Articulated credit, and Industry certifications/credentials. Our growth for the 2019-2020 and 2020-21 school years was challenged by Covid protocols, our staff and students have pushed forward to success. For the 2021-22 school year, our students earned 734 total industry recognized credentials with 258 successfully completing WorkKeys. We look forward to renewed growth in these areas as we enter the 2022-23 school year, one that we hope will be closer to pre-pandemic 'normal' for our students and teachers.

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## Johnston County Public Schools

The Use of the Grant Funds:

Funds were maximized to employ two part-time career develop coordinators (CDC's) to serve middle school students, enhance the quality of career and technical education (CTE) in 6th and 7th grades, encourage regular education teachers to collaborate with CTE teachers and merge content areas, and better equip students for high school registration. These CDC's ensure that teachers understand and that students have access to Xello. Further, they work with middle school faculty to ensure that 6th

and 7th grade learners have a quality CTE experience that will guide them toward future endeavors.

**Number of Students Enrolled in CTE Courses as Part of the Grant:**

100% of all Johnston County Public Schools (JCPS) 6th and 7th grade students had the opportunity for CTE preparation using Xello and working with certified teachers at their respective schools through core content area courses and/or CTE classes. Approximately 82% of all middle school students completed their Xello lessons. This equates to the opportunity existing for 6,006 students and Xello lesson completion for about 4,925 learners. 7,015 (unduplicated count) total middle school (6-8) students were enrolled in CTE courses. (11,131 duplicated count)

**Number of Students who Subsequently Enrolled in High School CTE Courses:**

100% of all JCPS high school students had the opportunity to enroll in CTE courses. This represents 11,332 students. 8,774 learners (unduplicated count) in high school were enrolled in CTE courses. (17,502 duplicated count)

**Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:**

254 high school students experienced internships, while 13 enrolled in pre-apprenticeships.

**Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:**

JCPS students earned 2,012 industry-recognized credentials. Approximately 48% of Johnston Community College's enrollment is dually enrolled Johnston County Public Schools students. Their student body numbers approximately 4,200 students, so about 2,100 JCPS students participated in college courses last year.

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**McDowell County Schools**

**The Use of the Grant Funds:**

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:**

We have 867 students enrolled in CTE courses between the three middle schools.

**Number of Students who Subsequently Enrolled in High School CTE Courses:**

We have 750 students enrolled in high school CTE courses from the program start date. This number will continue to increase.

**Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:**

We have 50 students who have participated in internships, cooperative education, pre-apprenticeship, or apprenticeship program as a result of the CTE Grade Expansion Grant as a junior or senior. This number will continue increase.

**Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:**

We have 100 students who have earned college credit and certifications/credentials as a result of the CTE Grade Expansion Grant. This number will continue to increase.

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**Moore County Schools**

The Use of the Grant Funds:

PRC 064 funds were used to employ a Middle School CDC. He was responsible for supporting all CTE teachers in our 7 middle schools in the district. He implemented Major Clarity in our middle and high schools in 21-22. He supported the development of the CDPs and CDP+ for our 8th grade students as they transitioned into high school for 22-23.

Number of Students Enrolled in CTE Courses as Part of the Grant:

We had a total of 5,263 students who participated in our CTE courses for the 21-22 school year.

Number of Students who Subsequently Enrolled in High School CTE Courses:

This information is not available at the time of this report.

Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:

Student participation in internships and/or apprenticeships was limited due to the impacts of COVID.

These were difficult to have in the school year as we worked to recover from the limitations on schools during the pandemic.

Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:

We had 3,608 credentials earned for 21-22 which is an increase from the 20-21 school year. COVID impacted our program with limited learning and altered schedules.

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### **Mount Airy City Schools**

The Use of the Grant Funds:

Number of Students Enrolled in CTE Courses as Part of the Grant:

Number of Students who Subsequently Enrolled in High School CTE Courses:

Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:

Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:

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### **Perquimans County Schools**

The Use of the Grant Funds:

The grant funds are used for the salary of a Career Development Coordinator, serving grades 5-8 in our school district.

Number of Students Enrolled in CTE Courses as Part of the Grant:

For grades 6-8:

19-20 School Year: 436

20-21 School Year: 420

21-22 School Year: 408 students

Number of Students who Subsequently Enrolled in High School CTE Courses:

19-20 School Year: 103

20-21 School Year: 774 enrollments (duplicated count)

21-22 School Year: 747 enrollments (duplicated count)

Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:

19-20 School Year: N/A

20-21 School Year: 61

21-22 School Year: 86 students

Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:

19-20 School Year: N/A

20-21 School Year: 131 in grades 11-12

21-22 School Year: 306 students enrolled in CCP courses

21-22 School Year: 468 credentials earned

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## Rowan-Salisbury Schools

The Use of the Grant Funds:

The grant has been used to provide a Career Development Coordinator who focuses on the middle grades. She supports the middle school CTE teachers and works to align middle school with the Program Areas offered at the feeder high schools.

Through the use of a "Skills Bus" outfitted with Z Scale curriculum, she and middle school CTE teachers provide students with opportunities to explore a variety of Program Areas and jobs. All middle school students have access to the bus but priority is given to 6th graders. The bus has 6 desk top stations along with 5 laptops which allow 11 individual students and 22 if in pairs to participate in the Z Scale curriculum. (Due to a cyber attack, our Skills bus was not available for students for part of the 2021-22 school year.) Currently our schedule provides access to the bus for each middle school a minimum of once a quarter.

RSS utilizes Virtual Job Shadowing to allow all middle school students an additional opportunity to explore a variety of careers through virtual field trips. Teachers had access to use this with their classes. The Middle School CDC also supports the Virtual Job Shadowing integration into the classroom and instruction. In 2021-22, we had 4319 users, 14,309 sites visited, 10,421 career profiles viewed and 346 resumes developed.

Number of Students Enrolled in CTE Courses as Part of the Grant:

We received this grant in February 2020. Our first full year of implementation was 2020-2021. Our current 9th graders are the only high school students who were impacted by the Grant. Our fall enrollment data shows freshmen are being served in 2237 CTE classes. Other high school students did not participate in the Expansion Grant.

Number of Students who Subsequently Enrolled in High School CTE Courses:

We received this grant in February, 2020. Our first full year of implementation was 2020-2021. For the 2022-2023 school year, 6th graders during the first year are now 8th graders. 7th graders are now beginning 9th grade. Freshmen are enrolled in 2237 CTE classes for Fall 2022.

Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:

We received this grant in February, 2020. Our first full year of implementation was 2022-2021. At this time, none of these first year students are eligible for internships, cooperative education or apprenticeship. We anticipate the beginning 7th grade students to be eligible in 2023-2024 and 6th graders in 2024-2025.

Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:

We received this grant in February, 2020. Our first full year of implementation was 2022-2021. At this time, none of these first year students are eligible to earn college credit (CCP and/or articulated credit) and approved industry certifications/credentials as a result of the CTE Grade Expansion Grant. We anticipate the beginning 7th grade students to be eligible in 2024-2025 and 6th graders in 2025-2026.

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## **Rutherford County Schools**

### The Use of the Grant Funds:

The grant funds are used to employ Mr. Todd Davis to teach the Learn to Code curriculum at Chase Middle School, East Rutherford Middle School, and R-S Middle School. Mr. Davis instructs students in grades 6-8.

### Number of Students Enrolled in CTE Courses as Part of the Grant:

400 students

### Number of Students who Subsequently Enrolled in High School CTE Courses:

275 students

### Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:

50 students

### Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:

95 students

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## **Scotland County Schools**

### The Use of the Grant Funds:

The CTE 6th and 7th Grade Expansion Grant funds were used to hire a middle school Career Development Coordinator. Our CDC served our two middle schools by providing opportunities for career exploration throughout the curriculum. Our CDC worked with Math and Science teachers to visit classrooms to discuss career opportunities with related skills. She coordinated in-class lessons with our local community college. Students were able to make connections with local business partners and institutions of higher education.

This was the first year of using this model in the Grade Expansion Grant. We feel this model has been a better way to serve our students. Our CDC has been able to bring in community partners to our core courses. This has engaged students in career exploration. We are excited about the future of this program.

### Number of Students Enrolled in CTE Courses as Part of the Grant:

For the 2022/2023 school year, 1,366 students are enrolled in CTE courses in our middle schools. Our CDC provided guidance for students during the registration process. We are excited about these enrollment numbers.

### Number of Students who Subsequently Enrolled in High School CTE Courses:

We will see the impact of this in future years. At this time, students have not matriculated to that level that have been impacted by the grant's current model.

### Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:

We will see the impact of this in future years. At this time, students have not matriculated to that level that have been impacted by the grant's current model.

### Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:

We will see the impact of this in future years. At this time, students have not matriculated to that level that have been impacted by the grant's current model.

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## **Transylvania County Schools**

**The Use of the Grant Funds:**

The addition of a full time middle school CDC has allowed for targeted focus on students in grades 6-8. A previously awarded grant to TCS CTE for equipment has allowed the purchase of industrial equipment that enables students to program actual machines that are used in advanced manufacturing, instead of simulators. These career paths are in high demand for our region according to NCWorks data. The pathway that has been developed for this program by TCS and Blue Ridge Community College (BRCC) currently extends from 9th grade through a Community College certificate in welding and/or machining. This pathway is designed for multiple entry and exit points that allow students to also complete a community college certification in welding and machining and earn multiple certifications. The addition of a full-time CDC for the middle school has allowed us to expand that program, in a meaningful way from the beginning of middle school into the community college. Without the continued support of this grant, TCS will be unable to employ the middle school CDC and would result in our middle school programs falling short of previous success. This is a high skill/high wage/high demand pathway for the Land of Sky Regional area and is predicted to remain in high demand.

Transylvania County Schools is offering the following exploratory courses aligned with high school and CCP pathways in 6th through 8th grades and continues to add opportunities for career exploration and pathway planning, which is provided by our middle school CDC along with middle school and elementary school counselors. Our additional CDC allows us to better serve an underserved population in the middle school by implementing career related exploration that supports all pathways by providing: local industry visits, participation in Students @ Work, STEM tours, career fairs, career planning activities, community college visits, university visits, job shadowing, and other career related activities; many if not all of these activities would not be possible without the additional CDC.

**Number of Students Enrolled in CTE Courses as Part of the Grant:**

6th – 184

7th – 284

468 - 6th and 7th grade CTE enrollments during 21/22

**Number of Students who Subsequently Enrolled in High School CTE Courses:**

There were 408 CTE enrollments for 9th grade students in 2021-22.

**Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:**

TCS students completed 11 internships during the 21-22 school year.

**Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:**

CCP Credits 2021/2022 – 115

Industry Certifications / Credentials (in CTE courses) – 435

WorkKeys: National Career Readiness Certificates @ Silver, Gold, Platinum - 120

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**Warren County Schools**

**The Use of the Grant Funds:**

We employ a part-time middle grades Career Development Coordinator with the grant funds to work with Warren County Schools students in assisting them with CTE course and program selections based on their interests and career goals. This position has provided our students with guidance and support as they experience exploratory courses on the middle grades level while preparing for the high school academy and career pathways.

**Number of Students Enrolled in CTE Courses as Part of the Grant:**

490 duplicated

**Number of Students who Subsequently Enrolled in High School CTE Courses:**

310 students

Number of Students who Subsequently Participated in Internships, Cooperative Education, or Apprenticeship Programs as a Result of the Grant:  
Not yet applicable

Number of Students who Subsequently Earned College Credit (CCP and/or articulated credit) and Approved Industry Certifications or Credentials as a result of the Grant:  
20 CCP and 15 Credentials

These numbers are a direct result from Covid-19, where we deferred credential offerings for all students to have equal access to the credentials.

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