



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

North Carolina Education and Workforce
Innovation Commission

§ 115C-64.15.

Date Due: April 30, 2024
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 below:

Name	Title	Appointing or Designating Office
S. Dianne Little, Ed.D. (Chair)	Retired Leadership Consultant, Catawba Valley Community College	Appointed by The Office of the Governor
Jonah Garson	Attorney, Parry Law, PLLC	Appointed by The Office of the Governor
Jairo McMican (Vice-Chair)	Associate Director of Equity Initiatives at 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
VACANT		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 the 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 it's focus to granting the funds to new programs that would foster innovation in education and would lead to more students graduating career and college ready. With that, the Commission reimagined 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 2022-23 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 2022-2023

Goal of Grant Program:

The mission in the Alamance–Burlington School System is to educate all students to meet high academic standards and become responsible citizens in a rapidly changing world. The Jobs for North Carolina’s Graduates (JNCG) program aligns with the ABSS mission as it personalized learning for students with the inclusion of a system of comprehensive monitoring, mentoring, and support. Through JNCG, qualifying students receive additional academic and social and emotional guidance and support toward success on their chosen pathway. Qualifying students are those who are experiencing at least five barriers to success, described later in this document. JNCG provides a channel through which students gain access to targeted internships that expose them to the workplace where they can develop and practice skills required for successful future employment. JNCG promotes equity as it provides personal connections for employment for disadvantaged youth that they would not receive naturally through their parents or other relatives. Through training, teachers and administrators at the school will also be able to model the practices of the JNCG program to scale the same type of support to students across the school.

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 our school maintains frequent communications with local workforce boards and all students are registered through NC Works. Students at Walter M. Williams High School have access to eight different North Carolina Career Pathways that include employability skills development, technical skills development, and portable credentials.

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 2022-23 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:

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 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 options and preparation. This past year, companies participating in “Jump Start Jobs Week” included Works representatives worked with our students on resume building, interview skills, and how to

The success of the JNCG Program at Williams has been recognized in the Alamance Burlington Community as well as from JAG National where Williams has received the Jobs for America’s Graduates 6 of 6 award for two years in a row.

Williams has also participated in two Jump Start Jobs Weeks each years- One in the fall and one in the spring. This designated week has introduced students to job opportunities in the area and across the state.

Academic Progress Made by Students:

JAG National Goal	JAG National Standard	Statewide JNCG	Williams High School JNCG Seniors-Class of 2022
Graduation Rate	90%	100%	100%
Employment Rate	60%	82.08%	72.22%
Full Time Employment Rate of those employed- number full time.	60%	93.66%	100%
*Positive Outcome Rate	75%	83.82%	77.78%
Further Education Rate	35%	42.20%	43.75%
Connectivity Rate	95%	99.42%	96.88%

The Class of 2023 Graduation Rate was also 100% for Seniors at Williams High School in the JNCG Program. The NC rate for 2023- was 85.3% and Alamance Burlington was 85%.

Williams High School JNCG program has continued to work with the Alamance Chamber of Commerce, who shared the overwhelming need for students to obtain soft skills that are a critically important characteristic of successful employees. Walter M. Williams High School offers a range of soft skills development options including leadership, teamwork, communication, problem-solving, work ethics, adaptability, interpersonal skills and more. The JNCG curriculum, which incorporates these lessons, enables students who may not have had access to this type of curriculum to develop skills most sought after by employers.

Through the JAG National Curriculum students worked to master these skills.

Cabarrus County Schools

\$60,000 for 2022-2023

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 the grant funds were received, a JAG Specialist was hired to support Concord High School. The position was still in place for the 22-

23 school year. 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 in the academy who are also 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:

This completes the second cycle for this grant. Once the grant was originally 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. The graduation rate for students enrolled is currently 100 percent.

Academic Progress Made by Students:

For the 22-23 school year, 79 students were enrolled in the JAG program. The graduation rate is 100 percent.

Cherokee County Schools

\$60,000 for 2022-2023

Goal of Grant Program:

Goal #1 - Attract Cherokee County high school students to the following programs:

- TCCC Machining
- TCCC Electrical
- TCCC HVAC
- TCCC Mechatronics
- TCCC Aviation

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

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

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

A budget amendment was approved by J Wyatt to allow for the purchase of Mechatronics equipment and salary for the drone teacher. So, this report reflects both programs.

Activities Accomplished:

In preparation for the Cherokee County Schools of Innovation (CCSI) to open in the Fall of 2023 and to promote the Drone/Aviation, Mechatronics & Adv. Manufacturing, and other programs that will be housed there, Cherokee County Schools bussed all 8th, 9th, 10th, and 11th graders (990 students) to the CCSI campus for a tour and informational session for students. There has been a ribbon cutting ceremony and two open house events in order to give students, parents, business and industry stakeholders, community college partners, and community members and opportunity to see the school, talk to teachers, and explore the pathways offered. In addition, social media platforms have been used to promote these career pathways and CCSI. Buses transport students to CCSI everyday from AHS, MHS, and HDHS in order for them to participate in Mechatronics & Adv Manufacturing, Drone/Aviation, Adobe Academy, and Carpentry classes.

Academic Progress Made by Students:

Our new school was delayed in opening until Fall 2023. Until then, the drone teacher taught Drone Technology Fundamentals (17 students), Drone Technology I (11 students), Aviation Science I (12 students) and Aviation Science II (7 students) in two different high schools. One student earned the FAA Part 107 Unmanned Aircraft Certification and 13 students earned the FAA TRUST (Recreational UAS Safety Test) certification. In anticipation

for the New Schools of Innovation to open (Monday, August 28, 2023), equipment was purchased for the mechatronics program. CTE sent the teacher to the CTE Summer Conference as well as provided training when the equipment was installed.

Davidson County Schools – Yadkin Valley Regional Career Academy

\$60,000 for 2022-2023

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 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 worked 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.

This year the YVRCA staff had two summer experiences funded through the extended employment program. The staff visited the RTI campus and visited four labs and were able to have in-depth conversations with research scientists, administrators, and educators who work with "real world" problems like water quality testing and asbestos testing. In addition to a day-long field experience at RTI, International, the staff used an additional day of extended employment to visit Egger Wood Products where the faculty saw the full production cycle and spoke with several young adults who are currently involved in the apprenticeship program.

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. The graduating seniors and super seniors who were dually enrolled (YVRCA/Davidson Davie Community College students) were recognized for receiving 13 AAS degrees, 10 diplomas, and over 90 certificates as well as high school diplomas.

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 to best suit the needs of students.

Duplin County Schools

\$60,000 for 2022-2023

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 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 2022-23 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 receive approximately 120 hours of instruction and are required to achieve 80% mastery of 37 employability lessons. Daily documentation tracks student mastery of the competencies in the curriculum. 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 2022-23 school year, students received support for obtaining employment after graduation. The success of these experiences and support led to 72% of 2023 graduates finding full-time employment within and around the county.

Since the school year ended in May 2023, the Wallace-Rose Hill JNCG instructor has maintained a 100% contact rate with participants from the Class of 2023 and will continue to provide support over a twelve-month period as these students seek and maintain employment or postsecondary enrollment.

The program at Wallace Rose Hill is open to Juniors and Seniors as an elective credit. Using the Jobs for America's Graduates Curriculum, students master skills to better prepare them for the workplace and post-secondary opportunities.

Academic Progress Made by Students:

During the 2022-23 school year, 81 students enrolled in the Wallace-Rose Hill JNCG program. 100% of seniors participating in the Wallace-Rose Hill JNCG Program graduated from high school, compared to 90% of JAG participants nationwide. Official 2022-23 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.

Students who participated in the Wallace-Rose Hill JNCG program improved their attendance, credits earned, and overall grade point averages. These students also experienced fewer discipline referrals after joining the class.

The Wallace-Rose Hill JNCG teacher was able to maintain a 100% contact rate with graduates, compared to the JAG national average of 95%. Thirty-four former graduates continued to receive follow-up support, and this group exceeded the national JAG goals in employment and post-secondary enrollment. 72% of Wallace-Rose Hill JNCG participants obtained full-time employment, compared to 60% of JAG students nationwide. 77.8% of Wallace-Rose Hill JNCG students experienced positive outcomes, compared to 75% nationwide. 35% of JNCG students at Wallace-Rose Hill earned post-secondary or professional credentials, which is in alignment with the national average for the program.

For the second year in a row, Wallace Rose Hill will receive a JAG National Award for achieving the goals listed above.

Durham County Schools

\$60,000 for 2022-2023

Goal of Grant Program:

Durham Public School’s 3-2-1 Future Ready Initiative continues to be the program that is 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: Oppti, Xello online career exploration platform, career fairs, career conversations, field trips, job shadowing, internships, apprenticeships and more. DPS Career & Technical Education collaborates with industry partners to provide a “menu” of opportunities.

Activities Accomplished:

Program Title: Scholars-at-Work Spring Break 2022

The Spring 22-23SY Scholars-at-Work was held during the traditional spring break. 60 students participated in this opportunity attended a job shadowing week at local employers in the Durham area. Companies included: The Environmental Protection Agency, The YMCA, The North Carolina State Employees Credit Union and The City of Durham.

Program Title: Hiring Fair
Recruiting and Advertising

The Spring 22-23SY Hiring Fair was held for graduating seniors who were not committed to postsecondary schools or the military and 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 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 63 students participating in on-site job interviews. The event took place at the Durham Public Schools Staff Development Center which allowed students to be transported 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 23 employers attended this event and interviewed students who were interested in full-time job opportunities. Some employers who participated in this event included: Bryant Durham Electrical, Bland Landscaping and the Department of Transportation.

Program Title Number of Participating Students

- Xello 6,487
- Scholars-at-Work Spring Break 2022 60
- Hiring Fair 63
- Summer 2022 Interns 22
- Oppti 315
- Job Shadowing Day 130

Industry Partner Collaboration Highlight

Durham Public Schools CTE Skilled Trades Pathway is a newly registered pre-apprenticeship program with ApprenticeshipNC. This pathway is currently working with the Durham Public Schools Hub Farm to design and build a tiny office for the staff. Students in this pathway have begun preparing for this project in their skilled trades classes with the help of local industry partners. These partners include companies such as LeChase Construction, RightBuild International LLC., and Evoke Studio. Each of these industry partners have provided guest speaking lectures during class time, donated materials and supplies and in-kind services toward the building process.

Academic Progress Made by Students:

3-2-1 Tracking

This year, our first cohort of students graduated with all requirements under the 3-2-1 Future Ready Initiative. Students received recognition cords at graduation and award certificates for completing the program. Across all high schools, there was a total of 431 students to graduate with program completion.

Credentials

In Durham Public Schools, we take pride in offering credentials for our students. This year we added NCCER to our credentialing offers and more than double the number of students who earned a credential. Below is a list of all the credentials offered to our students and the number of students who earned them.

Credential Earned	Students
(DHS/FEMA) IS 100	16
(DHS/FEMA) IS 200	15
(DHS/FEMA) IS 700	16
(DHS/FEMA) IS 800	11
Adobe Certified Professional 2020 or above Dreamweaver	7
ACP 2020 or above Illustrator	20
ACP 2020 or above Photoshop	35
ACP 2020 or above Premiere Pro	20
ANSI - Accred Food Handler Cert	46
ANSI - Accred Food Protect Manager	3
ASE Auto Mtce Light Repair G11	
ASE Entry Lvl Mtce Light Repair	1
Autodesk Cert User 3DS Max	15
Autodesk Cert User AutoCAD	47
Autodesk Cert User Revit	18
Basic Life Support	14
Certified Veterinary Assistant	4
Community Emerg Resp Team CERT	9
CompTIA IT Fundamentals Plus	8
Elanco Veterinary Med Apps	11
Emergency Med Responder - EMR	9
Emergency Med Technician - EMT	4
FAA Trust	120
Law and Pub Sfty Intro Comp	43
NC NCCER Module 00101 (w PP)	57
NC NCCER Module 00102 (w PP)	58
NC NCCER Module 00103 (w PP)	42
NC NCCER Module 00104 (w PP)	57
NC NCCER Module 00105 (w PP)	54
NC NCCER Module 00107 (w PP)	72
NC NCCER Module 00108	55
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NC NCCER Module 27204 (w PP)	13
NCOSFM Emerg Med Care FIP 7001	7
NCOSFM FF Fire Ops 1 FIP 3041	5
NCOSFM FF Fire Ops 2 FIP 3042	3
NCOSFM FF Fire Ops 3 FIP 3043	5
NCOSFM FF Fire Ops 5 FIP 3045	6
NCOSFM FF Fire Ops 6 FIP 3046	8
NCOSFM FF Fire Ops 7 FIP 3047	6
NCOSFM FF Fire Ops 8 FIP 3048	3
NCOSFM FF Gen and Com FIP 3040	6
NIMS (DHS/FEMA) IS 100	46
NIMS (DHS/FEMA) IS 200	42
NIMS (DHS/FEMA) IS 700	47
NIMS (DHS/FEMA) IS 800	35
North Carolina Nurse Aide I	24
OSHA 10 Hr Construction Cert	51
OSHA 10 Hr Indus Cert Healthcare	18
PCAP Python Certified Associate	1
PrePAC in Culinary Arts	40
S/P2 Auto Service Pollution Prevent	71
S/P2 Automotive Service Safety	65
Stop the Bleed	11
Venture Entrepreneurial Expedition	90
Total Number of Credentials	1669

Roanoke Rapids City Schools

\$60,000 for 2022-2023

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.

Goals Met in Year 3

- ❖ Hired a new Welding teacher.
- ❖ The partnership with J.H. Dixon an area construction companies remains intact.
- ❖ All course equipment has been purchased for Welding classroom.

Goals Not Met in Year 3

- ❖ Electrical Trades II not offered do to the lack of being able to staff a teacher dedicated to Electrical trades.

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 2022 and a current teacher was assigned Electrical Trades I during the 2022-2023 school year. In spring 2023, there were 14 students enrolled in Electrical Trades I. Maintenance continued to renovate the shed for the welding class that will start Fall 2023. Currently, there are currently 48 students enrolled in the Welding I class.

Henderson County Schools

\$60,000 for 2022-2023

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 Ride 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. 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. In the past two fiscal year, we have spent no funds on this project, as a bevy of factors led to this project's very minimal success. Since there were no students taking advantage, we did not feel it prudent to use the funds toward this project.

McDowell County Schools

\$60,000 for 2022-2023

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 and 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 and continue to create and develop partnerships with other surrounding community colleges.

Activities Accomplished:

Oculus – virtual reality sets were purchased to enhance the class further

Academic Progress Made by Students:

76 - 6th grade students took a 9-week Design and Engineering course

63 - 7th grade students took a semester-long study of Minecraft Coding – Introductory

60 - 8th grade students took a semester-long study of Computer Science Discoveries II

Chapel-Hill Carrboro City Schools

\$59,162 for 2022-2023

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 in the skilled trades ("Building Our Future"), which is now in its second year and has exceeded expectations and delivered strong results (88% completion and success rate in year two) with a student population facing many barriers to success! Below is some background that will provide helpful context as we discuss our goals and progress in year two.

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 its 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 (\$12.56/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 Loovis 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 short-term "Registered Youth Apprenticeship Program," and the students, called "Pre-Apprentices," receive paid 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 and 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.

Goals and Expectations

The goals and expectations for the SCA in the second year were to:

- 1) Refine the SCA model and BOF program according to best practices.
- 2) Recruit a diverse year two cohort of 20 students and 15 employers.
- 3) Implement the second year of the program with an 80% completion rate.
- 4) Innovate and continuously improve (document lessons learned).

The SCA worked hard to meet and/or exceed all four goals. The following report will provide an overview of this year's program implementation, as well as a timeline of the program's deliverables. Furthermore, this report will highlight a summary of the outputs and outcomes for the students, employers, and the program. We are excited to share the progress we have made while conducting this program, and we hope you enjoy reviewing this report!

Activities Accomplished:

Program Implementation

3Q22: - Graduated the very first SCA cohort. Administered surveys and captured lessons learned and results of the program's first implementation.

4Q22: Began the recruitment process for the next cohort of the Summer Careers Academy, including reaching out to young adults who filled out a participant interest form.

1Q23: Began the recruitment of previous and new partner employers. and hosted a Matching Day for employers and students to interview each other in preparation for the next iteration of the program.

2Q23: SCA Steering Committee reviewed lessons learned and made changes to the program and the curriculum to adapt the program for the second cohort. The 2nd cohort was launched (6/13/2023) beginning with a Kickoff and Orientation event for our partner employers and new pre-apprentices.

2Q23: Launched official Summer Careers Academy social media pages (Facebook & Instagram) in an effort to boost the program's outreach and engagement with opportunity youth, with the help of Program Analyst Intern, Isioma Nwaezeigwe.

3Q23: Concluded the inaugural program with an 88% completion rate and hosted a Graduation Celebration (08/11/22; see pictures). Began furthering outreach and engagement efforts with opportunity youth through interviews to prepare for the recruitment of the 2024 SCA cohort.

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 and above 76 is world class. The Summer Careers Academy earned a net promoter score of 43 from the students (14 of 15) and 70 from the employers (10 of 13), signaling overall program strength 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 in 2023:

Student Outputs:

1) Recruitment: 61 students submitted Participant Interest Forms, 43 applicants completed the registration process, and more than 30 students advanced to the matching process and participated in interviews with employers. Every student who participated in the application process learned about the skilled trades career pathway and those who participated in the matching day interviews with employers developed valuable new skills. 18 students were successfully matched with employers for the 2023 cohort, which is just two shy of our ambitious goal of 20 diverse students. Of those 18 students, two received full-time employment offers and withdrew from the program to enter full-time work in the skilled trades (which we deem a success), leaving the cohort with 16 bright young adults who are underserved and underrepresented, and who exhibited the ambition and passion to take advantage of this opportunity. Bottom line: The recruitment process inspired 61 students towards careers in the trades, connected 30 students directly with skilled trades employers, helped two students secure full-time employment in the skilled trades, and another 16 into the fast-track skilled trades training program, called “Building Our Futures.”

2) Diversity: The 2023 cohort was majority-minority as approximately 70% (11 of the 16 Pre-Apprentices) identified as Hispanic, Latino/a/x, or Spanish origin (1), Asian (3), Black or African American (1), or other (6). The remaining 30% identified as White (5). The program successfully recruited more female participants this year with 25% of the cohort identifying as female (4) and 75% male (12), a marked increase from year one. Also, of the 16 Pre-Apprentices, 2 had some college experience, 6 had graduated from high school, and 8 were still in high school.

3) Experience: A majority (75%) of the Pre-Apprentices in the second cohort 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: 88% of the Pre-Apprentices who started the program persisted past the half way point.

Student Outcomes:

5) 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 38% of Pre-Apprentices agreed (3) but by the end of the program, 86% agreed (12) or strongly agreed (1).

6) Completion: 88% of Pre-Apprentices who started the program completed the program and all of those students (15 of 15) earned the NC Registered Youth Apprenticeship Certificate for completing all academic and work experience requirements. A majority of this year's Pre-Apprentices also reported that they would not have completed the program without at least some of the program services provided, including the transportation

services, salary and/or gift cards for gas and meals, language services, and/or the continued support of the instructor Avery Pipkin and other mentors.

7) Jobs: By the end of the program, a majority of Pre-Apprentices who completed the program reported they are strongly interested (3) or interested (9) in a career in the skilled trades. One of the fifteen Graduates received and accepted an offer from their employer (Chapel Hill Tire). 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 Iowa State University).

Employer Outputs

1) Recruitment: Two Employer Information Sessions were hosted to recruit employers into the second cohort, 25 employers completed the Employer Interest Form, and 20 employers participated in the Matching Day to meet and interview students. Due to matching criteria, including student preferences, employer age requirements, complicated transportation logistics, and other factors that are part of the complex matching process, SCA staff were able to match 14 employers with this year's pre-apprentices for paid, on-the-job work experiences. While just shy of our ambitious goal of securing 15 employers in the 2023 cohort, the process inspired dozens of diverse employers to consider nontraditional talent pools in their recruitment and hiring. Further, due to logistics, if/when the SCA expands the program into Durham and/or Chatham Counties, the employer pool will significantly expand.

2) Diversity: This year's cohort of employers was diverse in size and sector with small, mid-size, and large employers from the public, private, and nonprofit sectors.

3) Workforce Challenges: All of our partner employers filled out a pre-survey at the beginning of this year's program, and 92% agreed that they have a skilled trades talent pipeline challenge and are actively working to improve it. A majority of those employers (85%) 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. Two employers indicated that they already offer a Registered Apprenticeship certified by ApprenticeshipNC (Chapel Hill Tire & Eller Capital).

Employer Outcomes

4) Talent Recruitment: All of our partner employers agreed that their organization was well-equipped to provide a meaningful and positive summer work experience for a Registered Youth Apprentice. This year, our returning partner employers were even more confident after having participated in the first iteration of the Summer Careers Academy.

5) Talent Acquisition: Upon completion of this year's program one employer made an offer of full-time employment that was accepted by their Pre-Apprentice, two employers indicated that offers of employment would be available to their Pre-Apprentice upon their completion of high school in 2024, and several others expressed opportunities for part-time and seasonal positions to their Pre-Apprentices while the students completed their studies.

6) Recommitment: Of the employers who responded to the post-survey (10), 80% (8 out of 10) indicated that they are extremely likely to renew participation in the Summer Careers Academy the next year (selecting 9 or 10 out of 10).

Mount Airy City Schools

\$60,000 for 2022-2023

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:

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

Rockingham County Schools

\$60,000 for 2022-2023

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:

101 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.

- 77 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
- Implemented a Paxton Patterson Career Ready lab for seventh and eighth grade students. This lab will expose students in middle grades to careers in design, computer science, technology, entrepreneurship. This helps to grow students' interest in these career paths and increase enrollment in the CTE pathways.

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.
- 7 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 2022-2023

Goal of Grant Program:

The Warren County Schools' "Work to Succeed" program will provide students with project-based learning opportunities in school, real-life work experiences outside the school, and success mindset training. Through all three elements, they can apply academic and technical skills and enhance their lifelong employability as adults.

This program builds directly on a strong existing partnership between Warren County Schools and Vance-Granville Community College to provide non-duplicative and aligned programs of study for students interested in career pathways coincide with three Career Academies at Warren County High School:

- Medical Science, Security and Protective Services
- Engineering and Construction Technology
- Business, Finance, and Entrepreneurship.

Academy students complete state-approved Career and Technical Education (CTE) courses and programs during their four years of high school within these academies. Warren County Schools CTE provides students in the three academies an opportunity to complete workplace credentials and certifications related to their career goals. Certifications include National Center of Construction Research (NCCER); Microsoft Office Specialist (MOS); National Customer Service (National Retail Federation); Occupational Safety and Health (OSHA); Emergency Medical Technician (EMT); Conover Workplace Readiness Credential.

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

Activities Accomplished:

Challenges in program implementation include delayed funding allocation and fiscal year reversion, but modifications aim to enhance students' workforce curiosity through virtual reality experiences.

1. Late Allocation of Funding and Reversions: The late allocation of funding during the second semester created a time constraint for implementing the grant's original intent. Additionally, the reversion of funds at the end of the fiscal year added further pressure to effectively utilize the resources within a limited timeframe.
2. Program Modifications: Faced with these challenges, the program modified its original plan. Instead of pursuing the planned work-based learning opportunities and paid internships, the program focused on providing students with virtual reality experiences to enhance their curiosity about the workforce.
3. Virtual Reality Experiences: The program likely collaborated with technology providers or experts to develop virtual reality experiences allowing students to explore various work environments, industries, and career paths. These experiences are designed to simulate real-world scenarios and tasks, helping students gain insights into potential careers.

4. Engaging Curiosity: By leveraging virtual reality technology, the program aimed to spark students' curiosity about different careers. Virtual reality can offer immersive and interactive experiences that capture students' attention and encourage exploration, even without physical internships.

Academic Progress Made by Students:

The program's goal was to address the problems caused by the pandemic, which meant that students in a rural school district had limited resources. Being proactive with these concerns, some Warren County High School teachers had the opportunity to professional development that focused on experiential entrepreneurship and building a mindset for success. This training aimed to help students integrate other interests in a planned way. It is also important to consider the potential long-term impact of the program. Beyond immediate academic progress, the program's influence on students' mindsets, problem-solving abilities, and entrepreneurial skills could contribute to their success in higher education and future careers. Here are some impact areas of the program

- A. Student Engagement: Monitoring student engagement in the co-curricular activities related to experiential entrepreneurship and success mindset. Increased engagement could be indicative of the relevance and appeal of the content.
- B. Assessment Results: Comparing students' assessment results before and after exposure to the certification-integrated co-curricular activities. This includes measures of critical thinking, problem-solving skills, and general academic performance related to the certification.
- C. Student Feedback: Gather feedback from students about their experiences with the co-curricular activities. This involves focus groups and interviews to gauge their perceptions of the impact on their learning and mindset.

Washington County Schools

\$60,000 for 2022-2023

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 the 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 materials have been purchased. All necessary renovations have occurred. The welding lab and classroom have all the necessary equipment, supplies, and materials to get started. 10 Tig Welders, 10 Mig Welders, 1 Virtual Welder, 1 Ironworker, 10 welding screens, electric wiring, a dividing wall, an air filtration system, and consumables have all been purchased. The welding lab is equipped to support the enrollment of at least 10 students.

Academic Progress Made by Students:

Unfortunately, there is no data and/or statistics to analyze student progress. During the last grant cycle there was an issue with securing an instructor. We were able to secure an instructor during this cycle but due to personal circumstances the instructor resigned approximately three weeks into the semester and we were unable to provide an instructor for the Spring semester. After analyzing student interest surveys and conducting interest meetings it was discovered that students are still interested in enrolling in the course. Parents as well as

community members have expressed support for the program during community meetings and events. With this in mind, Washington County Schools has continued collaboration efforts with Beaufort County Community College and an instructor has been secured for the 2023-2024 school year.

Wilkes County Schools – Wilkes Central High School

\$60,000 for 2022-2023

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- 85%of JNCG students in the WCHS Class of 2021 achieved this goal
- Higher Education Rate of 35% or Higher – 36% 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 Aerospace, Universal Technical Institute- Mooresville. 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 14 Class of ‘23 graduates finding full-time employment within and around the county by June, 2023.

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 23 recent graduates, five enrolled in Wilkes Community College or another four-year university, 14 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. 80% brought with them a past record of excessive absences. 60% were not connected to any extracurricular activities. 67% were in need of transportation to and from work or school. 60% had a history of low academic performance.

Charter School: Invest Collegiate

\$59,985 for 2022-2023

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 BackSpinz a Black-Owned small business and Emerge 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:
 - a. 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:
 - a. 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:
 - a. Pre-ACT scores (70 to 75 percent of students scoring a 24 or higher).
 - b. 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:
 - a. 75 percent of students of dual-enrollment students obtaining a 3.0 or higher.
 - b. 70 - 75 percent of students scoring above 24 on the ACT.
5. 12th Grade:
 - a. 95 percent College admission acceptance rate. (Starting with the class of 2023.)
 - b. 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 2023 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

Charter School: Girls Leadership Academy of Wilmington

\$60,000 for 2022-2023

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 for 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.

Academic Progress Made by Students:

The seventeen GLOW participants in the "Early Risers" programming excelled 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.

GLOW students attended 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).

§ 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 2022-23 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

Use of 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. The middle school CDC worked with CTE middle school teachers at both middle schools to ensure fidelity to Paxton Patterson labs and provide assistance to ensure that the new modules of Green Construction, Nursing, and Energy & Power were implemented. The middle school CDC successfully implemented the career readiness platform, Xello, in 6th, 7th, and 8th grade. By June 2023, students in each grade level completed all recommended lessons and began a career development plan.

The Middle School CDC planned many career development activities for middle school students across the district. These activities included marketing and promoting CTE by participating in a CTE showcase at one middle school during a parent night, maintaining bulletin boards featuring CTE pathway areas at both middle schools, and creating a parent brochure highlighting CTE pathways, CTE data, and our career development continuum. Additionally, all sixth- eighth graders participated in a Career Day where each student heard from 5-6 different career professionals aligned with our CTE Program areas of Agriculture, Business, Health Science, Family & Consumer Science, Trades. During January 2023, all middle school students were exposed to CTE pathways with “A Day in the Life of” videos highlighting CTE courses. Additionally, eighth grade students participated in a high school visit, industry tours, CVCC reverse tour, and Real Money Real World. The Middle School CDC organized a local Camp Med program for June 2023, which 14 eighth graders participated in. The Middle School CDC also planned, organized, and carried out a two week Summer Career Camp that 30 6th,7th, and 8th graders participated in.

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

6th grade students- 342

7th grade students- 322

8th grade students-356

Total=1,020

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

In the 2022-2023 school year, 277 of the 344 (81%) ninth grade students were enrolled in at least one CTE course. Top enrollments for ninth graders were Construction Core, Foods & Nutrition I, Agriscience, Child Development.

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

We have greatly increased students participating in internships. In 22-23, we have 61 internship placements (increased from 25 in 21-22.) We also had 14 students participate in pre-apprenticeship programs with CVCC in Mechatronics, Automotive, and Construction and had 0 students participate in pre-apprenticeships the prior 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:

This past year we have given many new credentials resulting in more students receiving credentials. In the 2022-2023 school year, 673 students earned an industry credential (compared to 365 students last year.)

Alleghany County Schools

Use of Grant Funds:

The funds helped expand our curriculum offerings at the 6th and 7th grade levels and enabled the system to fund a full time MS CDC. Courses taught were EY10 Exploring Personal Character and Careers, Exploring Careers and Employment, and Exploring Personal Finance and Hospitality. It also allowed us to expand our TED programming at this level. We offered TY00 Meeting Technology in 6th grade and TY01 Design and Engineering in 7th. Our CDC was able to expose our students to a multitude of career pathway options and experiences as well as help advise them on future career pathway choices.

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

434 enrolled in our middle school CTE programming.

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

867 (duplicated total number of students enrolled in all CTE courses)

368 (unduplicated total number of students enrolled in CTE courses)

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

26 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:

1057 total number of high school students who earned credentials that participated in the CTE Grade Expansion Grant while in middle school.

Brunswick County Schools

Use of 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 2977.

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

4816 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

Cabarrus County Schools

Use of Grant Funds:

Grant funds from the Grade Expansion Grant were used to expand middle school programs including Health Sciences, Technology Education, Family & Consumer Sciences, and Computer Science. All nine middle schools now have a Family & Consumer Science program and a Computer Science program.

- Added 2 Computer Science Programs to complete every middle school in CCS having Computer Science Discoveries.
- Added 2 Exploring Health Science programs.
- Added Family & Consumer Science to 1 school.
- Added Technology Education to 1 school.

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

The duplicated count for FY23 was 2675 sixth-grade students and 2035 seventh-grade students enrolled in CTE courses.

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

The unduplicated count FY24 is 2387 ninth-grade students enrolled in high school CTE courses. Since students take more than one CTE course, the duplicated count for FY24 is 3646 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:

All 6th-grade students were exposed to a guaranteed educational experience in partnership with the Cooperative Extension Agency. In the past, students learned about agricultural and environmental topics. The 2023 event added an event known as Careers on Wheels for all students to become aware and explore careers in the Agricultural, Environmental, and beyond fields. Jennifer Yandle was an integral part of advocating, piloting, coordinating, and implementing this program. There were 2675 students enrolled.

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.

Carteret County Public Schools

Use of 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 2,720 students have been reached with this added position. We have been able to bring a variety of programs and opportunities otherwise not available to this population. Since we have added this critical position, our Middle School CDC has been able to partner with our Carteret Community College Career Coach and provide several wonderful, monthly career specific days such as Middle School Manufacturing Day with a tour, Farm to Table Day Forensics Day, and IT/Fine Arts Day. These are all events that we partner with Carteret Community College and the NC BioNetwork. We have also had Career Cafes in our middle schools and have been able to host 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. This year, Carteret County purchased Major Clarity and our Middle School CDC's were a driving force to help roll this program out to all grade levels in the middle school. We had all students complete interest and learning style inventories and for our eighth graders, we used this data to drive our invitations for students to specific events throughout the year - events that they had an interest in. This included Career Development Lessons in all 8th grade classrooms to include academic planning for their respective high schools. This was the first year, after Covid, that we reinstated our 8th grade Expo. We bussed all 8th graders to our Civic center so they could learn about all of the CTE pathways and participate in hands-on activities through all of the pathways before they started the process of high school registration! It was at this event that they also received their Carteret County Course guide.

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

2018-2019 - 1726
2019-2020 - 1815
2020-2021 - 2378
2021-2022 - 2649
2022-2023 - 2720 (6th-8th)

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
2022-2023 - 3637 (9th-12th)

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)
2022-2023 - 154 (9th-12th)

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)
2022-2023 - 688 (9th-12th)

Hickory City Schools

Use of 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:

460 (259 at Northview, 201 at Grandview, counting only 6th and 7th graders)

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

In the 2022-2023 school year, there were 866 students enrolled in CTE courses at the high school level.

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

There were 33 total students in this category. 25 students participated in internships 8 students signed up for apprenticeships or pre-apprenticeships. This is a great increase compared to the 3 we had in 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:

158 students earned CCP credit this year, while 323 earned a credential.

Cherokee County Schools

Use of Grant Funds:

Grant funds were used to provide a Career Development Coordinator (CDC) for our five middle schools in Cherokee County. The CDC rotated through the various middle schools on a weekly basis and provided career introduction and exploration activities, field-trips, and guest speakers for our middle school CTE classes. Students used the MajorClarity platform for self-assessments, career exploration and career development planning. Out of 678 middle school students, 504 students (74%) were engaged in MajorClarity monthly lessons taught by the CDC and or the CTE teacher.

The CDC trained counselors and CTE teachers on the MajorClarity platform and provided lesson plans to enhanced the students' experience while using the platform. The CDC promoted high school CTE pathways during classroom lessons, field trips to high schools, parent nights, and other career-related events.

Prior to having a designated CDC in the middle schools, only 8th graders were targeted with career development activities to prepare them for high school CTE course selections. Since was awarded, the CDC has been able to provide 6th and 7th grade students an opportunity to explore the different career clusters, do self-assessments to find careers that match their interest, find and understand their learning style, explore local and global career opportunities, and learn how to align their career interest with pathways offered in the high schools.

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

678

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

Data is not available in PS to date.

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

Not applicable to program dates.

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 to middle school students.

Clay County Schools

Use of 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 88 middle school students enrolled in courses provided as part of the expansion grant for the 2022-2023 school year.

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

Clay County Schools had a total of 310 unduplicated students enrolled in CTE courses for the 2022-2023 school year.

A total of 508 duplicated for the 2022-2023 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 13 students that participated in internships for the 2022-2023 school year.

Clay County had 1 student participate in an apprenticeship for the 2022-2023 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 = 76

Industry certifications/credentials = 279

Cumberland County Schools

Use of 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 10,383 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. Since having the grant, 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 local employers to bring about awareness of educational and career opportunities. By adding a middle grades CDC to lead this work, students have access to virtual field trips; in-school STEM days; and career ready labs. 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 for districtwide implementation. 10,154 middle school students were able to activate accounts to the platform during the 2022-2023 school year with a 70% districtwide two-year average student return rate. We have seen an almost 900 additional user increase between the two school years. 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 during the 2021-2022 school year and a 64% total 5th grade activation rate and 67% student return rate during the 2022-2023 school year.

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

CCS CTE reported 10,383 CTE non-duplicated middle school participants. These students are enrolled in CTE courses ranging through the 16 career clusters including Agriculture Education, Business Education, Computer Science and Information Technology Education, and STEM. CCS CTE has also expanded exploratory middle grades programming by adding Paxton Patterson Career Ready labs in five middle schools with plans for future expansion. 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 CTE student participation from middle to high school maintains consistency with over 10,000 unduplicated students. Students are able to gain exposure through exploratory experiences in various career clusters in middle schools to help identify their interests and make more informed decisions about program and course selection in high school. CCS CTE continues to see the number of CTE Concentrators increase each year which aligns with the CCS strategic plan and the local CTE plan. CTE Concentrators made up 40% of the 2022 graduating class in comparison to 37% in 2021 and 38% in 2020. CCS CTE also continues to see steady increases in the number of industry recognized credentials and consistently ranks within the top ten districts in NC with the highest number of credentials earned. Early exposure is key and the grant funded CDC has been critical to early exposure.

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

As we continue to recover from the suspension of our summer internship program during 2020 and 2021, we were able to partner with five local companies to provide 34 high school students paid summer internships totaling 3,722 work hours during summer 2022. For summer 2023, we have doubled the number of local companies and agencies providing a paid summer internship to 70 students. The program is still in progress but students have surpassed last year's total work hours.

We were able to offer a new CCP Workforce Continuing Education Pathway for solar technicians in partnership with one of the summer internship partners. We had six students to complete that program in the spring of 2023 and the company has hired two of those students as full-time employees.

We are continuing to seek and pursue ongoing work-based learning opportunities for all students. Having the CDC funded from this grant has been critical to business and community outreach and engagement.

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 7,000 college credits through CCP during the Fall 2022 and Spring 2023 semesters. 190 students graduated from Fayetteville Technical Community College with a CTE Certification through Career and College Promise.

Currituck County Schools

Use of 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. Guest speakers- from the career clusters
5. High School Programing presentations
6. Field Trips to NC Expansion Center, local industries and COA
7. 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. Virtual reality sessions that concentrate on specific jobs and duties inside of each career field.
2. Guided business and industry job shadowing sessions
3. Individual High School Program guided shadowing sessions
4. Monthly newsletters to student, staff, parents, and stakeholders highlighting monthly pathways, High School course offering within the pathway, and participating industry partners.

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

Currituck County Middle School had approximately 300 students while Moyock Middle School had approximately 400 students enrolled at the 6th and 7th grade levels

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

We have approximately 1000 students enrolled in CTE courses at two high schools.

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

We had approximately 50 students participating in work-based learning opportunities during the 2022-2023 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:

In the 2022-2023 school year we had approximately 700 industry credentials earned.

Elkin City Schools

Use of 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, Community College tours, and Reality Store simulations.

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

Grade 6 Enrollment: 78

Grade 7 Enrollment: 95

Grade 8 Enrollment: 96

Total Enrollment: 269

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

Grade 9 Enrollment (2023-2024)-84

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

2022-2023 Academic Year

Internships: 13

Paid Pre-Apprenticeships: 11 Surry Yadkin Works Program

Internship Requests for 2023-2024 Academic Year

Internships: 11

Surry-Yadkin Works Pre-Apprenticeships: 31

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: 445

Articulated Credits: 20

Approved Industry Certifications/Credentials: 252

Franklin County Schools

Use of Grant Funds:

The CTE Grade Expansion funds are used to continue the employment of a middle grade Agriculture Education teacher to teach the following exploratory courses: Exploring Animal and Plant Science, Exploring Environment and Natural Resources, and Exploring Food and Agricultural Products to students in grades 6 to 8.

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

There were 226 students enrolled in the middle grades agriculture courses.

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

We currently do not have a definitive number of students who subsequently enrolled in high school CTE courses. However, we are looking to implement a process to track the number of students enrolled in our middle grades who then go on to enroll in the high school program. Upon talking with one of the agriculture teachers at one of the local high schools, she shared that she had 360 students request her Animal Science course. The requested enrollment number for the high school Animal Science course could serve as an indicator that the exploratory courses are helping to boost interest in Agriculture courses.

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

Middle grade students do not participate in internships and apprenticeship programs. Middle grade students however are introduced to various careers using the Xello College and Career Readiness platform in all of her classes.

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 ag program as they move on to high school courses.

Henderson County Schools

Use of Grant Funds:

This grant has been used to fund a half-time Career Development Coordinator for our Middle Schools.

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

- 1763 virtual job shadowing experiences were completed
- 494 Life Skills Videos were viewed
- 162 resumes were completed
- 1174 Interest Inventories were completed with results provided
- 365 7th graders participated in Blue Ridge Community College Days
- 30 7th grade students toured the HCPS Career Academy
- Multiple career guest speakers visited our four middle schools
- Field trip opportunities were made available to our four middle schools and trips were arranged for all interested, both to industry locations and also to BRCC.

The grant provided a Career Development Coordinator position that focused specifically on the 6th and 7th grades. This role increased 6th and 7th graders career awareness and provided career opportunities for these students. Every 6th grader completed a Career Interest Inventory where students received results that linked directly to the NC Career Clusters. Once students had their career inventory results, they were provided the opportunity to virtually job shadow in their matched career fields. A document was prepared and shared with students linking the state career clusters with local high school course options. Results of these inventories were utilized in various ways such as preparing for career speakers, grade-level activities and high school registrations. With continued fostering and cultivating of career interest over middle and high school years, the impacts of this grant will be felt into the future, as these 6th and 7th graders matriculate and take advantage of the work-based learning opportunities available in our district.

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

11,445 total CTE students (duplicated count - some students enrolled in more than one CTE course)

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

5719 total CTE HS enrollments (duplicated)

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

Internships completed during 2022-23: 31

Apprenticeship Numbers:

Automotive: 7 of 8 recent HCPS 23 grads

Business and Banking: 2 of 2 recent HCPS 23 grad.

Early Childhood Education: 5 of 5 recent HCPS 23 grad.

Advanced Manufacturing: 2 of 7 recent HCPS 23 grad. 3 of 7 2022 grad.

TOTAL APPRENTICESHIPS FOR RECENT HCPS GRADUATES: 19

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 Enrollments - 525 (duplicated)

Credentials earned - 2105 + 368 (WorkKeys)= 2473

Johnston County Public Schools

Use of 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. Enrollment numbers for students as part of the Expansion Grant totaled 8,790:

- Grade 6 - 2990
- Grade 7 - 3032
- Grade 8 - 2768

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. 2,401 9th grade students were 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:

217 high school students experienced internships/coops/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 6,458 industry-recognized credentials, and 236 earned college credit.

McDowell County Schools

Use of Grant Funds:

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

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

We have 1007 students enrolled in CTE courses between the three middle schools.

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

We have 800 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 to 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.

Moore County Schools

Use of Grant Funds:

The CTE grant funds were used to pay a Middle Grade CDC/SPC to support our middle school teachers in 6 - 8 grade. The position provides direct instructional support to the teachers and students.

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

For the 22-23 school year, we had 1,297 students participate in CTE courses in grades 6 - 12.
We had 508 students in grades 6 - 8 participate in CTE courses at our 7 middle school programs.
We had 1,297 students in grades 9-12 participate in CTE courses at our 3 high school programs.

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

N/A

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

N/A

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

For the 22-23 school year, our students earned a total of 4,688 industry credentials.
We have added additional teachers in two of our high schools this coming year and added a new course of Law and Justice.

Mount Airy City Schools

Use of 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
22-23 School Year: 410

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)
22-23 School Year: 664 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
22-23 School Year: 60

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 earned CCP credits
22-23 School Year: 348 earned CCP Credits

21-22 School Year: 468 credentials earned
22-23 School Year: 487 Credentials Earned

Perquimans County Schools

Use of Grant Funds:

The grant funds were used to pay for a middle school Career Development Coordinator position. This is a 10 month position. Our CTE Local Plan continues to identify career development as a high need area for all students. The CDC provided career development services to students.

The CDC provided support to 5th grade students because that is where career development focus starts. The CDC pushed into the elementary school to provide opportunities for students to explore career concepts vs a career. These students toured the middle school, completed a CFNC jobs in pawland, and completed interest inventories.

Middle school CTE exploratory pathways we have updated one pathway to biotechnology and health science. This will help to transition students in 8th grade to high school biotechnology or the health science pathway. 6th grade students looked at student interest, preferences and abilities through exposure skills developed in the CTE exploratory classes. 7th grade students explored how real world math is impacting careers, participated in Qualcomm as well as the Hamilton challenge. 8th graders completed a inventory session for PCHS spring course selection. Computer science and STEM days at k-2 and 3-5th grade students was held.

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

Enrollment numbers for the 2022-2023 school year

Middle School Total Enrollment: 585

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

145 9th grade students were enrolled in CTE courses at PCHS for the 22-23 school year.

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

24 students completed internships in the 22-23 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:

We had 19 students earn a college credit for CTE enrollment
We had 36 students earn CCP articulated credit

Rowan-Salisbury Schools

Use of Grant Funds:

The Expansion Grant funds was used to pay 7.5 months of employment for our middle school CDC. \$50,000 towards salary and benefits for a middle school CDC position. The remaining months of employment needed for this position are paid out of state PRC 013 CTE funds. All other expenses that are accrued from this expansion are funded by CTE state funds. These costs will include, but not limited to, supplies and materials for the career development program implementation and continuation, "Skills on Wheels" activity bus mileage costs, and registration cost and expenses for professional development, and travel reimbursement for travel between all middle schools in the district. In addition to these expenses, CTE committed to providing the training needed for preparation and licensure.

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

6th = 1286

7th = 1300

Total = 2586

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

N/A

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

N/A

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

N/A

Rutherford County Schools

Use of Grant Funds:

Rutherford County Schools was not able to offer the expanded courses in our middle schools during the 2022-2023 school year due to the inability to hire a teacher to teach the Learn to Code courses.

We intended to hire a teacher and offer the Learn to Code curriculum for students in grades 6-8 at Chase Middle School, East Rutherford Middle School, and R-S Middle School.

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

0

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

200

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

50

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

Scotland County Schools

Use of Grant Funds:

Beginning in 2021, Scotland County Schools used the grant funds to employ a Middle School Career Development Coordinator (CDC). Our CDC served students at our two middle schools. She provided career exploration activities, career plan guidance and course registration counseling.

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

In school year 2022/2023, 1290 middle school students were enrolled in CTE courses.

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

Not applicable to our program dates.

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

Not applicable to our program dates.

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 to our program dates.

Transylvania County Schools

Use of Grant Funds:

Transylvania County Schools offered the following exploratory courses in 6th through 8th grades – Exploring Careers and Employment, Exploring Biotechnology, Exploring Technological Systems, Exploring Engineering and Design, Design and Creativity, Invention and Innovation, Exploring Computer Science, Exploring Business and Entrepreneurship, and Medical Terms and Body Systems. These courses are aligned with high school and CCP pathways and we have continued 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, 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.

For the 2023-24 school year, TCS will add Computer Science Discoveries I and Introduction to Computer Science. Students in 8th grade will be able to complete Introduction to Computer Science to earn a high school credit. These courses will feed Computer Science Principles I and AP Computer Science at the high school level with plans to add Computer Science Principles II for the 2024-25 school year.

TCS is also in discussions between Montreat College and the Western Region CTE group concerning the possible addition of a cybersecurity pathway that will allow students to either enter the workforce upon graduation or continue to earn postsecondary credentials and/or degrees.

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

6th – 202 enrollments for 140 students

7th – 268 enrollments for 187 students

For 6th and 7th grade CTE enrollments during 2022-23 were 470.

There were 377 enrollments for 218 students in 8th grade as well.

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

There were 405 9th grade CTE enrollments for 237 students in 2022-23.

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

TCS students completed 13 internships during the 21-22 school year.

CTE students were provided information sessions on apprenticeships offered through Blue Ridge Community College and several applied. We are awaiting numbers for students that joined the cohorts.

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 2022-23: 168 Credits earned by 90 students for 2022-23.

Industry Certifications / Credentials (in CTE Courses) – 1884 (including each NCCER module); 741 (with NCCER tethered)

WorkKeys National Career Readiness Certificates @ Silver, Gold or Platinum - 105

Warren County Schools

Use of 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:

652 Duplicated Count

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

350 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:

36 CCP 30 credentials