

# Consolidated Annual Report, Program Year 2013 - 2014

## North Carolina

### Step 3: Use of Funds: Part A

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#### 1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

Secondary

Development of valid and reliable assessments of technical skills is an ongoing project. During 2013-14, secure state assessment item banks were developed or adopted/adapted and field tested in 22 courses. The 13 item banks field tested in 2012-13 were revised to improve their validity and reliability. Assessments were developed from these banks and from existing banks for courses not currently being developed or revised. Staff worked with third-party vendors to assure their assessments met NC CTE standards. Support was provided to local districts developing local courses in creating valid and reliable assessments.

Examples of program area work in development of assessments include the following:

##### 1. Marketing and Entrepreneurship Education

Develop postassessments for courses: Entrepreneurship I-II, Fashion Merchandising, Hospitality and Tourism, Marketing, Marketing Management, Sports and Entertainment Marketing I-II, Strategic Marketing, and Virtual Enterprise I

##### 2. Family and Consumer Sciences Education

Develop postassessments for courses: Apparel I-II; Culinary Arts & Hospitality Intro-II; Early Childhood Education I-II; Foods I, Foods II- Enterprise, Foods II- Technology; Interior Design I-II; Interior Applications; Parenting & Child Development; ProStart I-II; and Teen Living

Postsecondary

No response.

#### 2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Secondary

In 2013-14, NCDPI began a project moving data collection and analysis agency-wide to PowerSchool and SAS. This project was primarily funded from Race to the Top, but a number of CTE staff members and others funded through Perkins have been involved in its design and execution. This project allows integration of data from authoritative sources including Student Enrollment Information, student assessment results (Thinkgate), Student Demographics, Special Programs such as LEP and Migrant, Exceptional Children, the Employment Security Commission, and Department of Community Colleges. Work on the project continues.

Postsecondary

In the previous reporting year (2012-2013) NCCCS implemented a new data collection system and employed a Data Analyst for CTE. During 2013-2014, postsecondary CTE data efforts transitioned to the Performance Management Section of NCCCS. Extensive analysis and revision were made to ensure that appropriate and accurate data were available to measure postsecondary CTE performance. Training for Perkins personnel was conducted through CTE meetings and through a "Performance Partnership Summit."

The revision to the data system resulted in the need to renegotiate postsecondary core indicator targets for North Carolina. As a result, new local Core Indicator targets were negotiated for each college receiving Perkins funding.

# Consolidated Annual Report, Program Year 2013 - 2014

## North Carolina

### Step 3: Use of Funds: Part B

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#### 1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

##### Secondary

Secondary CTE provides ongoing assessment that includes analysis of long- and short-range plans from eligible recipients to ensure requirements are addressed, collection and analysis of results of technical assessments including credentials, and monitoring for compliance. Services to special populations students are part of each of these components and receive additional attention through targeted services such as professional development for Special Populations Coordinators and other staff, through Civil Rights Reviews, and through other special activities. Professional development addressing these topics is provided at state and regional workshops and through web-based training. The state identifies "high flyers" that LEAs in need of improvement can visit.

**Local Planning System** – Each year LEAs must submit a plan that analyzes performance of students and programs on all secondary Performance Indicators and other state and local measures and specifying how Perkins funds will be used to address performance deficiencies. LEAs are required to include information about how they will use funds for the following required elements:

- Integrating academies with career and technical education.
- Linking secondary and postsecondary career and technical education programs, including by offering not less than one program of study.
- Providing students with experience in and understanding of all aspects of the industry.
- Developing, improving, or expanding of use of technology.
- Providing professional development for teachers, counselors, and administrators.
- Developing and implementing evaluations of career and technical education programs, including an evaluation of the needs of special populations.
- Initiating, improving, expanding, and modernizing quality career and technical education programs.
- Providing services of sufficient size, scope, and quality.
- Providing activities to prepare special populations for high skill, high wage, or high demand occupations.

Extensive professional development is offered to assist LEA officials in reviewing previous performance, setting improvement goals and developing strategies to meet those goals, and executing those plans. Regional CTE staff work with each LEA to ensure that their plan addresses required components, analyzes previous results, and sets meaningful targets and strategies for improvement.

**Technical assessments** – NC CTE reports results on Technical Attainment using two types of assessments:

- Statewide postassessments, including secured assessments developed in North Carolina for LEA use and third-party assessments where appropriate
- Results of students on approved Business and Industry credentials aligned to at least 80 percent of the course content

Results of students on additional credentials that are aligned to a smaller portion of the course are also collected and analyzed. Statewide assessments and where possible third party assessments are administered via Thinkgate, the state's CTE Instructional Management System, which is supported with Perkins funds. Tests contain multiple-choice items and if appropriate other types of measures and are administered via computer, or, if necessary, using paper and pencil. Beginning in 2013-14, LEAs are required to count these assessments as 25 percent of the students' final grade. Results can be disaggregated in Thinkgate and in the statewide CTE Local Planning System and used to set improvement goals by teacher, by course, by school, systemwide or for the whole state, for all students or for particular target groups including special populations categories and racial/ethnicity and gender classifications. The CTE Analysis and Reporting System is no longer supported. Credential information is also collected in Thinkgate. Teachers who can document that students earned credentials report by student by specific course and credential. Results are published annually in the NC CTE Credentialing Data Report and are available for disaggregated reporting in Thinkgate. This allows data to be analyzed statewide and by teacher, by course, by school, and by LEA, again for all students or for particular target groups. Results of both technical assessments and achievement of credentials are also used by curriculum developers at the state level to see where changes may be needed in curriculum to better address needs of Business and Industry and to target professional development to demonstrated deficiencies.

**Monitoring for Compliance** – As a result of the most recent state audit of NC Career and Technical Education, procedures were changed to more closely monitor subrecipient use of funds. LEAs are scheduled for visits on a five-year cycle, with those at greatest risk given highest priority. Risk is determined using a spreadsheet that assigns point value to responsibilities of the CTE Administrator, previous results on Performance Indicators, and common compliance criteria. All LEAs are scheduled for visits by 2018. Teams visit each LEA and report on their findings and recommendations. Regions work together to set benchmarks for performance. The Regional Coordinator works with LEAs to develop a plan to implement needed improvements and provides follow-up assistance as necessary.

In addition, the NC Auditor's statewide Single Audit Report includes an audit of Perkins funds. This statewide report contains a compilation of internal control deficiencies and instances of noncompliance based on NC's statewide financial statement and federal compliance audit procedures. Additional targeted special populations services – Assessing services provided to special populations students is a focus of state and local CTE efforts. Statewide documents such as the Challenge Handbook have been developed to assist LEAs in determining appropriate services and ensuring services are provided. Elements has been modified to allow teachers to access information about special needs of their students and to access information about how to best meet those needs. Improved integration with Exceptional Children's Services makes it easier to track accommodations required and to ensure they are provided. Thinkgate was also modified to allow teachers to enter results of students on modified assessments. Data about Special Populations students on technical assessments and credentials is analyzed to provide information about gaps and to assist LEAs and state officials on developing plans to address these gaps. Professional Development is provided statewide and at the regional level to ensure Special Populations Coordinators, Exceptional Children's staff, and others who work with students with special needs in CTE courses have what they need to provide required services. How LEAs meet the needs of Special Populations students is also part of periodic Civil Rights reviews that ensure that all students receive legally required educational services without regard to handicapping condition or other special needs.

### Postsecondary

Individually, colleges assess their own CTE programs on a regular basis as part of accreditation or as colleges determine the need for such assessment. Through State Leadership projects, state-led assessments were implemented through the following projects.

Business Administration Alignment Project (BAAP) – The participants of the Business Administration Alignment Project (BAAP) performed a comprehensive review of the Business Administration program and concentrations and felt that new, revised and archived curriculum standard revisions in order to:

- Streamline the Business Administration standard and concentration standards into one Career Clusters model.
- Ensure that students who complete the Business Administration program will meet workforce needs and expectations.
- Align curricula with NCDPI, CTE business consultants, employers, and representatives from senior institutions.
- Increase college flexibility by removing concentration course restrictions.
- Provide recommended general education courses which incorporate the Universal General Education Transfer Component courses (UGETC) which are guaranteed to transfer to any of the sixteen UNC senior institutions as equivalent credit within defined distribution limits.
- Create a standalone Hunting and Shooting Sports Management program which will provide better alignment with industry needs.
- Reduce duplication by combining the Business Administration/Logistics Management and the Global Logistics Technology standards into one new curriculum standard titled Global Logistics and Distribution Management Technology.

Early Childhood Associate Degree Accreditation (ECADA) – A project designed to assess and enhance the quality of Early Childhood Education (ECE) programs at community college. Each of North Carolina's 58 community colleges offers ECE programming and the vast majority of the state's credentialed childcare workers are trained at community colleges. Encouraging pursuit of ECADA, from the National Association for the Education of Young Children, by providing supportive services and training, North Carolina now leads the nation in the number of ECE programs accredited. The project has benefited CTE by ensuring that programs meet minimum standards and provide appropriate training for those responsible for educating North Carolina's most valuable resource—its children.

Licensed Practical Nurse Alignment Project -- Rowan-Cabarrus Community College lead a collaborative restructuring and revision of the Practical Nursing (PN) (D45660) and Nursing Assistant (NAS) (C45480) curricula. Neither the PN core courses nor the NAS courses had been revised since the summer of 1997. In June 2008, the State Board of Community Colleges approved the Concept-Based Associate Degree Nursing (ADN) curriculum effective fall, 2009. All North Carolina ADN programs implemented the Conceptual-Based Curriculum by fall 2010. The outcomes of this revision have proven effective by the increased pass rates on the National Licensure Exam.

## **2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?**

### Secondary

Secondary CTE prepares students for technology they will use in the workplace through professional development on the use of technology for teachers and others, by integrating the use of technology throughout courses and programs, and by strengthening the technology-based Instructional Management System and other technology efforts within CTE.

Professional development for teachers and others including state staff

Professional development includes both face-to-face and distance learning opportunities such as the following: The CTE Summer Conference, the state's premier professional development opportunity for CTE, provides hands-on workshops for teachers in the use of technology that is part of their courses. Sessions are scheduled for specific areas in which there is a demonstrated need and are limited to topics where training might not otherwise be accessible. CTE works collaboratively with area high schools and community colleges to give teachers access to state-of-the-art equipment as part of the week-long workshop. NC FALCON, a statewide NCDPI initiative, provides an online forum for professional development for teachers. CTE staff has been instrumental in the development of online workshops on topics such as data literacy. These workshops, available at no cost and which earn continuing education credits, allow teachers to customize activities to their particular situation to make learning more meaningful. The NC Learning Technology Initiative (NCLTI) provides technology-focused training to enhance LEA's ability to maximize the impact of their technology investments. NCLTI builds state education agency capacity to support LEA teams in the planning and implementation of technology investments through the face-to-face institutes, online professional development, and customized consulting. CTE staff receives training that allows them, among other things, to increase the use of technology in curriculum projects.

Other. NC CTE has established Moodle-based Professional Learning Communities for teachers and other educators to share questions, ideas and resources. Curriculum is also distributed electronically via these Moodle PLCs. In addition, free and low-cost services such as Google docs, Dropbox, and Skype to collaborate with users in the field. As much as possible, meetings and professional development have been moved online via services such as Go to Meeting. Integrating the use of technology in courses and programs

CTE focuses on including technology in curriculum that aligns with what is used in Business and Industry. Where appropriate, the specific software predominantly available in business is used. For example, the Microsoft Information Technology Academy (MSITA) provides instruction to more than 50,000 students in Word, Publisher, PowerPoint, Excel and Access. Students can earn specific entry-level certifications they can take directly to the workplace or to further education. Students earned 45,785 Microsoft Office Specialist certifications in 2013-14. Microsoft Office programs are widely used in business and industry, and individuals who have earned certifications are in high demand. MSITA also has a strong professional development component that will help teachers improve their own computer skills as they work with students. Teachers also have the opportunity to earn certifications through this project. Use of technology in instruction and administration

North Carolina is working continuously to utilize Twenty-First Century technologies in instruction and administration to take advantage of improvements in functionality and operational efficiencies. In 2013-14, these efforts focused in three areas: Computerized Instructional Management System. North Carolina CTE's Instructional Management System, Thinkgate, is in its fourth year of full implementation. This web-based application produced by Thinkgate, LLC, fully integrates the instructional management system with PowerSchool, the state's student information management system. Use of the system allows the state to push information directly to teachers, to streamline data collection, to eliminate significant amounts of time and resources spent in transfer of information to paper forms and manual electronic transmittal of files, and to improve data quality. Thinkgate continues to add functionality such as an approval process for locally courses and third-party curriculum and assessment. Staff members also continue to work to ensure Elements is fully integrated with Home Base, North Carolina's K-12 Instructional Improvement System under development using Race to the Top funding (See below.)

Online learning. CTE has worked collaboratively with NC Virtual Public School, with local districts, and with third-party vendors to allow CTE courses to be offered online or in a blended format. Data and Reporting. Functionality that was previously part of the CTE Analysis and Reporting System (A&RS) is being transferred as part of an agency move to PowerSchool and SAS. At present, this shift is incomplete. The A&RS was an operational data system used by CTE to analyze data, create reports for local and state use, generate reports required for federal accountability, and supply reports to the Comprehensive Education Data and Analysis and Reporting System (CEDARS), a longitudinal K-12 data system that integrates information from authoritative sources throughout the agency, including CTE. A temporary workaround provides CTE data to CEDARS. Eventually the SAS project will collect CTE enrollment data, match it to performance data from CTE and the Division of Accountability, and link that to information about students' classification in special populations from authoritative sources. Exactly how data will be shared with LEAs has yet to be determined. Home Base. CTE staff has been involved closely in the design and selection of the two applications that make up Home Base: a statewide student information management system that will replace the outdated NC WISE and a K-12 Instructional Improvement System (IIS). Staff involvement ensures that these new systems will be fully integrated with existing CTE applications and that needs of CTE students, teachers and administrators will be addressed. Eventually, CTE teachers and administrators will be able to access Thinkgate via the single sign-on capabilities in Home Base and will be able use student data to create reports that link performance in CTE with other factors. This reporting capability across programs will help users direct resources where they are most needed. CTE is in the midst of a pilot study exploring the best ways to utilize this resource.

### Postsecondary

As colleges constantly improve the quality of the CTE training and skills learned through career pathways, individual colleges identify emerging technologies and modify instruction to include technology in current use across industry. As colleges determine that changes to technology are relevant to individual CTE programs, those colleges can commit Basic Grant funds to purchase new technology and to train faculty and staff to utilize the technology. State-level approval of these activities is managed through the local Basic Grant application and approval process.

Through State Leadership activities, four projects specifically addressed the development and expansion of CTE technology through the following.

Microsoft Information Technology – Provides unlimited access to Microsoft resources for CTE students, faculty, and staff. Included in these resources is

Unlimited access to more than 400 e-learning courses;

Lesson plans, activities, quiz banks, and student learning objects;

Microsoft e-curriculum mapped to certifications;

E-books for Microsoft courseware;

Faculty certification vouchers; and

Teaching resources, professional development activities, and certifications for faculty.

Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)—Provides online access to quality professional development, including resources targeting special populations and non-traditional students, for NCCCS CTE faculty and staff. NC-NET offers online courses and tutorials, planning tools, databases, resource exchange, and a discussion room. Resources are organized into five areas: Teaching and Learning, Discipline-Specific, Career and Personal Development, Technology in the Classroom, and Online Teaching. In 2013-2014, six academy courses were supported and numerous modules were added.

Today's Class Online Automotive Instruction—Provides interactive online automotive training aligned with standardized outcome assessment tools and provides a verifiable time-tracking component which is a requirement for automotive instructors in National Automotive Teachers Educational Foundation (NATEF) certified educational programs. The current professional development requirement for auto instructors is 20 hours of training per year. Instructors also use it as a course management tool that can be used to track student progress using assessment tools that align with standardized automotive curriculum competencies.

**3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?**

Secondary

Secondary CTE includes preservice and in-service professional development that is high quality, sustained, and classroom focused. Preservice. In 2013-14, program areas provided a series of workshops that make up a 40-hour induction program for new teachers and other educators. The series took place throughout the year and participants learned skills that they took back to their classroom or work environment and use. In subsequent sessions, they built upon previous lessons and their own personal experiences using the skills. The induction program is required for alternatively certified CTE teachers, but many other new teachers find it beneficial. Sessions included topics such as integrating academics and CTE including use of the Common Core Technical Standards, effective teaching skills, working with Career and Technical Student Organizations, and using data to improve instruction. An online Professional Learning Community (PLC) for new teachers allowed them to share resources and experiences throughout their first years as they develop their teaching skills. Many new teachers reported the online PLC was one of the most valuable resources they have available as it put information they needed at their fingertips and connected them both with experts in the field for assistance as needed and with other new teachers who made up an informal support group. CTE staff worked closely with teacher certification and licensing areas to ensure that requirements reflected most up-to-date content and pedagogical skills. CTE also collaborated closely with Teacher-Education institutions to review licensure requirements and ensure they reflect the current state-of-the-art. In-service. CTE provided in-service instruction for teachers that allowed them to keep their professional skills current and to improve their students' learning. Professional development activities were offered both as face-to-face workshops and through distance learning to be sure opportunities were available that met teachers' individual needs and addressed their learning styles. Nearly 3,000 teachers and other CTE educators attended the CTE Summer Conference, a 3-5 day workshop offered each summer. Sessions were designed around teacher needs based on analysis of performance data and technical skill analysis. Training was also provided in the use of curriculum products released in Summer 2014. Preconference sessions provided opportunities for teachers to receive additional specialized training in areas needed for their particular teaching assignment or other duties.

Other training was provided in 2013-14 for current CTE teachers preparing to move into support roles including Special Populations, Career Development, and Instructional Management coordination and for staff planning to become or in their first year as CTE Administrators.

In addition, CTE professional development occurred through online resources including Learn NC and NC FALCON and through face-to-face workshops held on regional and statewide levels as appropriate. Regional and statewide training offered during 2013-14 included such topics as the following:

Differentiation of instruction

Task Alignment with Common Core ELA and Math

WorkKeys performance

Pathways to Prosperity

Update for guidance counselors

Update for principals on how to integrate work for Pathways to Prosperity

MTA Boot Camp for Network Administration

Development of Honors Portfolios

## Don't Leave ELL Success to Chance

### Multimedia and Webpage Design Technical Training

Training on using data from Thinkgate, the CTE Instructional Management System, and through the Local Planning System and the CTE Analysis and Reporting System to pinpoint areas of weakness and develop improvement strategies were offered to teachers and CTE administrators and support staff to focus on improving performance on the state's Performance Indicators. Program-specific Professional Development also used performance data to locate problem areas statewide and develop training around those needs.

### Postsecondary

Professional development permeates all aspects of CTE programming at North Carolina's community colleges. Through the Basic Grant, individual colleges are consistently upgrading the skills of faculty and staff who serve CTE students. This funding is often the catalyst for the development of new CTE programs or the revision of existing CTE programs. At the State-level, nearly all State Leadership activities are built with the intent of offering high-quality professional development for faculty and staff. Through the Professional Development Activities project, eight individual activities were developed, implemented, and managed by lead colleges with the specific intent of disseminating training statewide or replication at other colleges. Topics of these activities include:

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Employability Skills Toolkit—An online training resource with self-paced modules and classroom resources designed to assist CTE faculty as they update courses to prepare CTE students with the “soft skills” needed to gain employment, keep employment, and advance in careers. Professional development workshops/trainings were held statewide, as requested by colleges.

Job and Career Transition Coach Certifications— A week-long training and certification project designed to provide professional development for counselors who advise CTE students. In the cohort trained through this project, 26 CTE counselors and staff earned industry-recognized credentials; learned to utilize available counseling resources to help guide any CTE student or potential student on identifying career pathways that are best suited to the individual needs of the student; and trained in effectively illustrating, to CTE students and potential students, the needs and desires of industry in regard to hiring.

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Performance Partnership Summit -- The purpose of the Summit is to connect colleges in meaningful conversations about how to improve performance measures results and enhance student success. Colleges are already partnering in mentor-mentee relationships to establish action plans to improve their performance measures, and student success. Presentation topics will include strategies to improve outcomes associated with:

Curriculum student progression and completion;

Career and technical education attainment;

Licensure and certification;

College transfer;

College collaboration efforts;

Student support;

Curriculum redesign;

Performance measures and performance-based funding; and

Data quality, mining, and reporting tools.

Today's Class Online Automotive Instruction—Provides interactive online automotive training aligned with standardized outcome assessment tools and provides a verifiable time-tracking component which is a requirement for automotive instructors in National Automotive Teachers Educational Foundation (NATEF) certified educational programs. The current professional development requirement for auto instructors is 20 hours of training per year. Instructors also use it as a course management tool that can be used to track student progress using assessment tools that align with standardized automotive curriculum competencies.

**4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?**

Secondary

Secondary CTE continues to focus on use of data to evaluate success in attracting students to nontraditional professions and to pinpoint areas where further attention is needed. In 2012-13, the list of nontraditional courses was updated to reflect changing employment information and to include new and revised courses from the 2012 CTE Essential Standards. Additional courses new to NC were added to the nontraditional list in 2013-14. These changes and other efforts including a focus on work-based learning, special projects such as offering camps for nontraditional students, and providing professional development on recruitment of nontraditional students resulted in increases in both the number of students enrolled in courses considered nontraditional and the percentage of students enrolled in those courses who were of the nontraditional gender. Continued work is needed in marketing courses to students of the nontraditional gender, developing curriculum to appeal to all students regardless of gender, race and ethnicity, and status as a member of a special populations group, and in training teachers to deal consistently and fairly with all students. NC CTE plays a significant role in these areas, particularly in development of marketing materials and professional development and in equipping LEAs for their efforts.

Postsecondary

Each of North Carolina's 58 community colleges operates with "open door" policies that ensure that all students, with the ability to benefit from participation, have the same opportunities to participate in CTE pathways. In regard to non-traditional fields, marketing efforts often include visible examples of students participating in non-traditional fields. Open houses and other events designed to encourage non-traditional participation are regularly implemented by individual colleges; i.e., "Girls Night Out" and Advanced Manufacturing Week activities.

Special population students participate in CTE pathways in the same ways that any other student participates. Special populations students self-report their information at community colleges and when a CTE student in need of assistive devices or services is identified, the college may use Perkins funds to provide those devices or services as needed. It is estimated that only a fraction of the students who could qualify for this assistance actually request services. CTE faculty often identify student needs and refer students for appropriate assistance.

**5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?**

Secondary

In compliance with federal law, NC Public Schools administers all state-operated education programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender except where an exemption is appropriate and allowed by law. LEAs provide support personnel at the school and/or district level to assist members of special populations in being successful in their CTE programs. In some cases these staff members provide direct instruction to students with special needs, while in others their role is to equip teachers themselves to work directly with the students. NC CTE uses data extensively to find areas where students with special needs are not being successful and to direct necessary resources to these students. For example, data might indicate that students with disabilities are enrolled in a particular program at a rate out of proportion to their occurrence in the general student population. This would require review of student records to ensure that students were being placed appropriately rather than just being enrolled in a course without regard to whether it is truly an appropriate placement. Extensive professional development is provided to teachers across CTE areas on topics such as modifying blueprints for Occupational Course of Study students, working with English Language Learners and developing adapted activities to meet the needs of special populations students.

#### Postsecondary

Each of North Carolina's 58 community colleges operates with "open door" policies that ensure that all students, with the ability to benefit from participation, have the same opportunities to participate in CTE pathways. Special population students participate in CTE pathways in the same ways that any other student participates. Special populations students self-report their information at community colleges and when a CTE student in need of assistive devices or services is identified, the college may use Perkins funds to provide those devices or services as needed. It is estimated that only a fraction of the students who could qualify for this assistance actually request services. CTE faculty often identify student needs and refer students for appropriate assistance.

State Leadership projects that addressed special populations include the following.

Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)—Provides online access to quality professional development, including resources targeting special populations and non-traditional students, for NCCCS CTE faculty and staff. NC-NET offers online courses and tutorials, planning tools, databases, resource exchange, and a discussion room. Resources are organized into five areas: Teaching and Learning, Discipline-Specific, Career and Personal Development, Technology in the Classroom, and Online Teaching. In 2013-2014, six academy courses were supported and numerous modules were added.

### **6. During the reporting year, how did your state offer technical assistance for eligible recipients?**

#### Secondary

NC CTE provides technical assistance to eligible recipients through telephone and email responses to queries; traditional documents and instructions; Frequently Asked Questions and other web-based resources; face-to-face presentations during local, regional, and statewide workshops; online webinars and workshops; through online PLCs available in all program areas, for teachers by program area and course, for new teachers, for support personnel by specialty, and for CTE administrators. In addition, NC CTE provides in person reviews of CTE programs and services through periodic Civil Rights Reviews and ongoing Compliance Monitoring. All on-site visits include written documentation of findings and assistance preparing improvement plans.

#### Postsecondary

Perkins technical assistance is provided through several mechanisms including informational meetings, webinars, and individual contact. Local college Perkins staff attended a "Kickoff" meeting at the beginning of the academic year to train new Perkins staff and to update veteran staff. This meeting provided the framework through which NCCCS guided the colleges in their Perkins supported CTE activities. A webinar was held at the beginning of the spring semester to provide updates and guidance on upcoming activity.

On a daily basis, staff provide technical assistance to local college Perkins staff as the need is identified by state staff or as requested by local college Perkins staff. Monitoring visits are also designed to be an opportunity to individually provide technical assistance to colleges by examining and troubleshooting Perkins activities.

### **7. Serving individuals in state institutions**

#### **Part I: State Correctional Institutions**

**Amount of Perkins funds used for CTE programs in state correctional institutions:**

50000

**Number of students participating in Perkins CTE programs in state correctional institutions:**

158

**Describe the CTE services and activities carried out in state correctional institutions.**

Four schools are operated by the Department of Juvenile Justice (DJJ). They offer CTE course content to youth who are incarcerated for more than six months. Courses offered include Career Management, Exploring Business, Horticulture I and II, Culinary Arts I and II, and Automotive Service. DJJ partners with the NCCCS for faculty and course content delivery. The NCDPI provides curriculum resources and support for these schools.

**Part II: State Institutions Serving Individuals with Disabilities****Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

0

**Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:**

0

**Describe the CTE services and activities carried out in institutions serving individuals with disabilities.**

Institutions serving students with disabilities do not receive direct Perkins funds. The NCDPI provides curriculum resources and support for these schools.

**8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?**

Yes

Secondary

Charter schools participate in use of Thinkgate, the CTE statewide Instructional Management System, which includes extensive assessment services and opportunities for data analysis and program improvement. Staff have access to the same curriculum and professional development that is made available to all teachers statewide. Regional staff provide additional support to charters. Charters have the opportunity to apply for additional Perkins funds but none has yet opted to do so.

**9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?**

Yes

Secondary

NC CTE supported curriculum projects, personnel and professional development in Family and Consumer Sciences during 2013-14.

Some of the projects carried out were the following:

Share Fashion Merchandising course with family and consumer science program

Collaborate on entrepreneurship content for Foods II Enterprise course

Support teacher participating in Governor's Teachers Network in developing entrepreneurship resources

Collaboration with family and consumer sciences leaders via the National Association of State Administrators of Family & Consumer Consumer Sciences (NASAFACS)

Worked with Northeastern Regional Coordinator to promote Family & Consumer Sciences programs in that part of the state, which has show low participation, including presenting to CTE Directors

Provided staff development and program support via CTE Summer Conference, professional association conferences, and partnerships with business, industry, and post-secondary organizations

Principles of Family & Human Services course development

Foods II- Enterprise course enhancement

Managed FACS Education Moodle Professional Learning Community, responding to questions, sharing resources, and announcing important program area news and opportunities

Worked with Robeson County to support FACS teachers with curriculum updates and FCCLA recruitment

Postsecondary

Programs that continue career pathways from secondary family and consumer sciences at the community colleges are supported by colleges choosing to do so. On the statewide level, the following project supported the family and consumer sciences pathway.

Early Childhood Associate Degree Accreditation (ECADA) – A project designed to assess and enhance the quality of Early Childhood Education (ECE) programs at community college. Each of North Carolina’s 58 community colleges offers ECE programming and the vast majority of the state’s credentialed childcare workers are trained at community colleges. Encouraging pursuit of ECADA, from the National Association for the Education of Young Children, by providing supportive services and training, North Carolina now leads the nation in the number of ECE programs accredited. The project has benefited CTE by ensuring that programs meet minimum standards and provide appropriate training for those responsible for educating North Carolina’s most valuable resource—its children.

**10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?**

No

**11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?**

No

**13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?**

Yes

Postsecondary

Local colleges utilize Basic Grant funds to support career counselors who assist CTE students in career planning and job placement. These services are available to all CTE students and graduates. Statewide the following project was implemented to improve services related to continuing education and job searches.

Job and Career Transition Coach Certifications— A week-long training and certification project designed to provide professional development for counselors who advise CTE students. In the cohort trained through this project, 26 CTE counselors and staff earned industry-recognized credentials; learned to utilize available counseling resources to help guide any CTE student or potential student on identifying career pathways that are best suited to the individual needs of the student; and trained in effectively illustrating, to CTE students and potential students, the needs and desires of industry in regard to hiring.

# Consolidated Annual Report, Program Year 2013 - 2014

## North Carolina

### Step 3: Use of Funds: Part C

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**1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?**

#### Secondary

CTE continues to collaborate with other program area staff to strengthen the academic content in CTE courses and to help improve the use of applied learning concepts in the traditional academic areas. Highlights of these efforts in 2013-14 included the following: Ongoing efforts to align Common Core Standards in Mathematics and ELA with CTE content. Continued revision of the list of CTE courses that alone or in conjunction with a second course could meet one or more mathematics graduation requirements. Incorporation of communication, mathematics and other related content into newly developed CTE courses. Ongoing professional development. Development of CTE honors courses. Focus on "pairing" courses in CTE with courses in academic areas to provide a single, integrated course that covers objectives for both courses and allows students to learn the academic content through application. This type of pairing has been offered successfully in such areas as Microsoft Word and English 9 or Principles of Business and Civics.

STEM Courses as electives were developed to complement student career pathways and Career and Technical Education Career Clusters in Aerospace, Security, and Advanced Manufacturing; Health and Life Sciences; Energy and Sustainability; and Biotechnology and Agriscience.

Support of the Career and College Promise (CCP) program by the state legislature. CCP allows students to take a focused course of study that includes both traditional secondary and postsecondary courses and to count them both toward graduation. In the CTE pathway, students can take multiple CTE postsecondary credits while they are still in high school and count those credits toward graduation. The College Transfer pathway requires students to take a specific CTE course in computers and to transfer those credits to a non-technical program. The NCDPI is continuing a project with Jobs for the Future and the Harvard Graduate School of Education that is a follow-up from the Pathways to Prosperity report released in 2011. Two regions have been involved in asset mapping and constructing career pathways in particular industry sectors. This brings together industry partners as part of a statewide leadership team and also brings many partners to help create the pathways in the regions. Partners include postsecondary institutions, workforce development and economic development boards and business/industry leaders. In North Carolina, counties were selected in the northeast with an agriculture sector focus and counties in the southwest with a focus on transportation, distribution and logistics. The state's accountability process was changed to include the results of concentrators on the WorkKeys assessment as one measure of school and LEA accountability. This provides a well-respected measure of academic attainment for concentrators and allows students to earn a Career Readiness credential, which they can take directly to the workplace or on for further education. In 2012-13, nearly 20,500 students earned Career Readiness Certificates, 81 of which were platinum, the very highest level available, a feat matched by few test takers nationwide.

#### Postsecondary

Each college receiving Basic Grant funds assures that they will provide support to CTE programs and that efforts are consistently made to improve the academic and technical skills of students through the integration of academics with CTE. Minimally, each college requires both academic and CTE courses to complete any CTE pathway; however, many colleges also update and revise CTE pathways to better integrate academic and CTE skills through "contextualized" academic courses and academic course sections that only enroll CTE students.

Statewide, several State Leadership projects directly address the integration of academic and CTE skills. Those projects include the following.

Business Administration Alignment Project (BAAP) – The participants of the Business Administration Alignment Project (BAAP) performed a comprehensive review of the Business Administration program and concentrations and felt that new, revised and archived curriculum standard revisions in order to:

- Streamline the Business Administration standard and concentration standards into one Career Clusters model.
- Ensure that students who complete the Business Administration program will meet workforce needs and expectations.
- Align curricula with NCDPI, CTE business consultants, employers, and representatives from senior institutions.
- Increase college flexibility by removing concentration course restrictions.
- Provide recommended general education courses which incorporate the Universal General Education Transfer Component courses (UGETC) which are guaranteed to transfer to any of the sixteen UNC senior institutions as equivalent credit within defined distribution limits.
- Create a standalone Hunting and Shooting Sports Management program which will provide better alignment with industry needs.
- Reduce duplication by combining the Business Administration/Logistics Management and the Global Logistics Technology standards into one new curriculum standard titled Global Logistics and Distribution Management Technology.

Early Childhood Associate Degree Accreditation (ECADA) – A project designed to assess and enhance the quality of Early Childhood Education (ECE) programs at community college. Each of North Carolina's 58 community colleges offers ECE programming and the vast majority of the state's credentialed childcare workers are trained at community colleges. Encouraging pursuit of ECADA, from the National Association for the Education of Young Children, by providing supportive services and training, North Carolina now leads the nation in the number of ECE programs accredited. The project has benefited CTE by ensuring that programs meet minimum standards and provide appropriate training for those responsible for educating North Carolina's most valuable resource—its children.

Licensed Practical Nurse Alignment Project -- Rowan-Cabarrus Community College lead a collaborative restructuring and revision of the Practical Nursing (PN) (D45660) and Nursing Assistant (NAS) (C45480) curricula. Neither the PN core courses nor the NAS courses had been revised since the summer of 1997. In June 2008, the State Board of Community Colleges approved the Concept-Based Associate Degree Nursing (ADN) curriculum effective fall, 2009. All North Carolina ADN programs implemented the Conceptual-Based Curriculum by fall 2010. The outcomes of this revision have proven effective by the increased pass rates on the National Licensure Exam.

Microsoft Information Technology – Provides unlimited access to Microsoft resources for CTE students, faculty, and staff. Included in these resources is

Unlimited access to more than 400 e-learning courses;

Lesson plans, activities, quiz banks, and student learning objects;

Microsoft e-curriculum mapped to certifications;

E-books for Microsoft courseware;

Faculty certification vouchers; and

Teaching resources, professional development activities, and certifications for faculty.

**2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.**

Secondary and Postsecondary

CTE efforts in NC are undergirded by the strong partnership between the state education agency (NCDPI) and the NC Community College System (NCCCS). In addition, CTE works with other divisions and staff within NCDPI to align curriculum and standards, utilize technology effectively, and provide comprehensive, research-based professional development. Other state agencies such as the NC Department of Commerce and the NC Department of Health and Human Services work closely with CTE. CTE partnerships with business and industry provide students with resources to more closely align CTE courses and programs with business and industry needs. Partners assist in the development and validation of curriculum and assessment materials, facilitate opportunities for work-based learning, provide classroom resources, and provide opportunities for student and instructor credentialing. Current CTE partners include (but are not limited to) Microsoft Corporation, CISCO, the Office of the State Fire Marshall, the NC Automobile Dealers Association, the Printing Industry of the Carolinas, the Homebuilders Association, the National Restaurant Association, the National Center for Construction Education and Research, and the Project Management Institute. The Governor's Chief Policy Advisor on Education serves as an advisor to the NC State Board of Education (also the CTE Board). This participation ensures that the Governor's office is aware of CTE initiatives and performance. The State Superintendent of Public Schools and the President of the Community College system sit on the Governor's Education Cabinet along with other key leaders in the administration. This connection ensures that all parties are aware of activities. This year the Education Cabinet had worked in several subcommittees on specific areas of interest to the Governor. The CTE Director served on the Talent and Pipeline Development subcommittee with community college, university, and business/industry leaders. Another key connection is the Commission on Workforce Development. This Commission is established in statute and prescribes seats to community college leadership, the Department of Public Instruction, the Department of Commerce and business leaders. The chair of the commission is appointed by the Governor and serves as an additional liaison. The Commission has also been working in smaller subcommittees this year to respond to legislative changes. The CC and NCDPI has participated heavily in the development of the Commission's Strategic Plan, performance and evaluation measures and the development of Memorandum of Understandings related to One-Stop centers. North Carolina also has a Business Committee on Education with an executive director appointed by the Governor. NCBCE is a key partner of the NCDPI and the CC. We partner in work-based learning activities such as Students@Work and with other key initiatives that are a focus of business. In recent months, the group has participated in the Pathways to Prosperity efforts and is currently developing processes to engage members in teacher externships. During 2013-14, North Carolina was named an ACT Work Ready Communities designation. The Governor's office has representation with NCDPI, the CC, and the NC Chamber of Commerce on the state leadership team developing processes for this initiative. Both the Community College and DPI maintain seats on the NC Apprenticeship Council through the Department of Labor. This group works closely to promote and support apprenticeship and other work-based learning models. The Department of Public Instruction and Community Colleges have Seats on the Workforce Commission. The Department of Public Instruction and Community College have seats on the North Carolina Employment and Training Association professional development group of front line workforce service providers, educators, trainers and state agencies involved in workforce development issues.

All CTE efforts in North Carolina stem from the partnership between NCDPI and NCCCS. Additionally, NCCCS works with the University of North Carolina (UNC) System to assist students who choose a state University for the next phase of their CTE pathway. Efforts to update the North Carolina Comprehensive Articulation Agreement, between NCCCS, UNC, and private institutions of higher education were completed this year. NCCCS also maintains active partnerships with the NC Department of Commerce.

Local colleges are implementing activities designed to develop career pathways. Individually, these efforts are resulting in partnership efforts that incorporate high schools in the service area, industry, intermediaries, and other relevant parties.

Pathways to Prosperity initiative (included all groups above, used a regional approach with local customization)

Provide Pathways to Prosperity step by step guide and promote at various conferences such as the NC Works Conference.

Added Pathways section in LPS to allow LEAs to provide local pathway efforts.

Attend regional meetings with the identified stakeholders.

Students at Work

Consultants work with various industry level partners on curriculum and assessments.

Collaborate with a business and advisory team for Fashion Industry with a focus on the fashion industry for course content

Convene a business advisory team for input on the development of a Principles of Family & Human Services course content

**3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?**

Yes

Secondary

NC CTE collaborated with other divisions within the state education agency and other agencies including NCCCS to strengthen counselors' knowledge of CTE offerings, to provide support materials for students and parents, to focus additional attention on Career Clusters and courses of study, and to further develop the state's Career and College Promise program, which allows students to take postsecondary courses while they are still in high school.

Postsecondary

Local colleges utilize more than 50% of Basic Grant funds for guidance and counseling programs for CTE students. Statewide, guidance and counseling is supported through modules on NC-NET. The following statewide leadership project was implemented to improve the level of counselor training regarding occupational and employment information resources.

Employability Skills Toolkit—An online training resource with self-paced modules and classroom resources designed to assist CTE faculty as they update courses to prepare CTE students with the “soft skills” needed to gain employment, keep employment, and advance in careers. Professional development workshops/trainings were held statewide, as requested by colleges.

Job and Career Transition Coach Certifications— A week-long training and certification project designed to provide professional development for counselors who advise CTE students. In the cohort trained through this project, 26 CTE counselors and staff earned industry-recognized credentials; learned to utilize available counseling resources to help guide any CTE student or potential student on identifying career pathways that are best suited to the individual needs of the student; and trained in effectively illustrating, to CTE students and potential students, the needs and desires of industry in regard to hiring.

**4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?**

Yes

Secondary and Postsecondary

Local colleges utilize Basic Grant funds to develop and implement local articulation agreements with LEAs and universities for specific CTE programs. Statewide articulation agreements, high school to community college articulation agreement for CTE programs and a community college to university articulation agreement for curriculum program students, are operational and are regularly reviewed and updated by stakeholders. Efforts to update the North Carolina Comprehensive Articulation Agreement, between NCCCS, UNC, and private institutions of higher education were completed this year.

**5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?**

Yes

## Postsecondary

Local colleges utilize Basic Grant funds to develop career pathways that include opportunities for CTE students to continue their career pathway at universities through articulation agreements and by consistently updating CTE programs to ensure that students who complete community college CTE programs possess the skills needed to enter and successfully complete baccalaureate programs. Statewide, individual projects were implemented to encourage specific CTE programs to meet the standards of accrediting bodies. For example, Early Childhood Education programs received training and support to pursue NAEYC accreditation. A benefit of the accreditation is that students matriculating from accredited programs to university programs were educated through a program that meets the intensive standards of the accrediting body. Two statewide curriculum alignment projects, business administration and nursing, directly focused on ensuring that, upon completion of their program, students are prepared for baccalaureate programs through articulated courses and elimination of duplicative courses.

**6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?**

Yes

## Secondary

NC CTE provides financial support to Career and Technical Student Organizations (CTSOs) as well as supporting in other ways such as partner with their Boards of Directors to assist in the advisor search and by state CTE staff assisting in various capacities.

## Postsecondary

Local colleges may utilize Basic Grant funds to support CTSOs, through faculty release time, to operate these projects. A member of the state CTE staff is North Carolina Skills USA Board Member and is working to increase postsecondary participation in CTE student organizations at local colleges. Since NCCCS began permitting the use of Perkins funds to support CTSOs, many colleges are now participating in CTSO activities. At this year's North Carolina Skills USA State Competition postsecondary participation reached nearly 600.

**7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?**

Yes

Advanced Manufacturing Awareness Week served as a coordinated effort between NCDPI, local school districts, NCCCS, individual community colleges, and industry to promote and encourage enrollment in Career Clusters that include Advanced Manufacturing. This activity brought together colleges, industry representatives, students and potential students, and parents to better understand the "modern" manufacturing industry.

## Secondary

Courses within the Career Clusters allow students to experience "all aspects of an industry" as they build a coherent sequence of courses in a program of study that prepares them for the specific careers in which they are interested. Work-based learning opportunities available in all CTE courses also help students understand all aspects of an industry.

## Postsecondary

Local colleges utilize Basic Grant funds to provide faculty with opportunities to "return to industry" in order to improve CTE programs by integrating industry experience into course work.

Professional Development activities, supported by State Leadership funds provide opportunities for CTE faculty and staff to identify specific professional development needs, including various aspects of industry that may not be part of the curriculum.

**8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?**

Yes

Secondary

Development of partnerships between education and specific business or industry groups continues to be a focus in both secondary and postsecondary CTE. CTE solicits support of business representatives who can be called on when needed for various activities. One significant component of these efforts in 2012-13 was Pathways for Prosperity. This project is a combined effort of the NCDPI, Jobs for the Future, and the Harvard Graduate School of Education and is a follow-up from the Pathways to Prosperity report released in 2011. Two regions have been involved in asset mapping and constructing career pathways in particular industry sectors. This brings together industry partners as part of a statewide leadership team and also brings many partners to help create the pathways in the regions. Partners include postsecondary institutions, workforce development and economic development boards and business/industry leaders. In North Carolina, counties were selected in the northeast with an agriculture sector focus and counties in the southwest with a focus on transportation, distribution and logistics. In addition to traditional work-based learning initiatives such as cooperative education that require business support, in 2012-13 the Students@Work project was further expanded. Students@Work is an innovative project that provides job shadowing opportunities for middle grades students.

Postsecondary

Individually, colleges statewide use Perkins funds to work with industry. For all CTE programs, advisory committees, that include industry representatives, are convened regularly to ensure that CTE programs are meeting the needs of industry. Several colleges have employed business intermediaries to facilitate these conversations and to be the staff primarily responsible for facilitating transition from student to employee. Some of the business intermediaries are also serving as the catalyst for work based learning/cooperative education, by identifying industries/employers needs and placing students in cooperative opportunities. Although no formal statewide agreements regarding adjunct faculty exist with individual businesses, local colleges work closely with industry to utilize qualified industry employees as adjunct faculty. This utilization of adjunct faculty and their input regarding programing decisions is critical to ensuring that CTE programs are appropriate to the needs of industry.

**9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?**

Yes

Secondary

Twenty-one courses were adapted/adopted during 2013-14 and two were developed using revised Bloom's Taxonomy.

In addition, STEM Courses as electives were developed to complement student career pathways and Career and Technical Education Career Clusters in: Aerospace, Security, and Advanced Manufacturing; Health and Life Sciences; Energy and Sustainability; and Biotechnology and Agriscience.

NCDPI staff collaborated with NC Virtual Public School and local school districts to develop curriculum for online.

Postsecondary

Local colleges utilize Basic Grant funds to modernize and expand CTE programs through the development of new courses and programs or to increase the number of course sections available for high demand CTE courses. Faculty supported through these efforts may use Perkins funds for up to three years. After three years, it is expected that colleges will absorb these costs.

Statewide, an Advanced Manufacturing Awareness Week served as a coordinated effort between NCDPI, NCCCS, colleges, and industry to promote and encourage enrollment in Advanced Manufacturing Career Clusters. Career clusters, career academies, and distance education training is available to faculty through NC-NET.

**10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?**

Yes

Secondary

Professional development aligned to existing courses helps teachers continue to improve their knowledge and skills related to entrepreneurship and how it applies to their specific content areas. Work continues on new courses related to Virtual Enterprise, which will allow students to develop technology-based entrepreneurial skills. Ongoing review of existing courses ensures that entrepreneurship ideas and concepts are reinforced wherever appropriate throughout the curriculum.

Related curriculum development was done in Entrepreneurship I and II, Virtual Enterprise I, Foods II-Entrepreneurship, and Apparel and Textile Production II. Other efforts that supported entrepreneurship included a partnership to offer the Hop on the BUS fall and spring business plan competitions, member of the Consortium for Entrepreneurship Education and the MBA Research Curriculum Center, and professional development on teaching entrepreneurship.

**11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?**

Yes

Secondary

The 40-hour induction program for new CTE teachers was offered in a face-to-face format to more than 100 teachers during 2013-14. Although originally conceived as a service for teachers who are alternatively certified, the program now includes a number of participants from traditional teacher-education institutions.

Other efforts that took place in 2013-14 included providing an Administrative Internship for prospective CTE Administrators or those in their early years in administrative positions, development of a Family and Consumer Sciences Education Teacher Recruitment video, and solicitation of support for low-enrollment CTE Teacher Education programs in danger of being discontinued by the University of North Carolina System.

Postsecondary

Local colleges utilize Basic Grant funds to provide professional development opportunities better prepare CTE faculty and staff. Often these opportunities assist with the transition from industry to CTE. Statewide, NC-NET has developed a CTE adjunct faculty toolkit designed to assist practitioners with the learning and implementing the elements of an effective instructor.

**12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?**

Yes

Secondary

Local colleges utilize Basic Grant funds to provide CTE students with occupational and employment resources in the form of career counselors and career development resources. Statewide, a career counseling publication was developed for CTE students and parents that provides career guidance and employment information.

Postsecondary

Local colleges utilize Basic Grant funds to provide CTE students with occupational and employment resources in the form of career counselors and career development resources. The following statewide leadership project was implemented to improve the level of counselor training regarding occupational and employment information resources.

Job and Career Transition Coach Certifications— A week-long training and certification project designed to provide professional development for counselors who advise CTE students. In the cohort trained through this project, 26 CTE counselors and staff earned industry-recognized credentials; learned to utilize available counseling resources to help guide any CTE student or potential student on identifying career pathways that are best suited to the individual needs of the student; and trained in effectively illustrating, to CTE students and potential students, the needs and desires of industry in regard to hiring.

# Consolidated Annual Report, Program Year 2013 - 2014

## North Carolina

### Step 4: Technical Skills Assessment

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Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

#### Secondary

Secondary Technical Skills Assessments are offered in all eight program areas in North Carolina: Agricultural Education, Business, Finance and Information Technology Education, Career Development, Family and Consumer Sciences Education, Health Sciences Education, Marketing and Entrepreneurship Education, Technology Engineering and Design Education, and Trade and Industrial Education. Calculation of Technical Skills Attainment uses two types of assessment: statewide postassessments and credential attainment. Statewide postassessments: North Carolina utilizes a system of statewide postassessments to measure Technical Skills Attainment at the secondary level. These postassessments are developed or adopted at the state level and assessments and/or essential standards are validated by business and industry. Students who take an alternate assessment based on their Individualized Education Plan or LEP Plan are excluded from this calculation as are students in courses being piloted or field tested) Most third-party assessments were administered and results collected using Thinkgate, the computerized instructional management system used in North Carolina CTE, and are included as part of the measure of Technical Attainment. A process for assessing students in locally developed courses was piloted in 2013-14 and will be field tested in 2014-15. Credentials: During 2013-14, local districts reported student attainment on selected industry-recognized credentials and certifications using Thinkgate, CTE's instructional management system. In addition, information about credential attainment was obtained directly from vendors where possible. More than 115,000 technical credentials were reported using these processes, an increase from 104,375 the previous year. A subset of credentials was identified for federal reporting beginning in 2012-2013. Attainment of these selected credentials can be counted in lieu of student performance on the postassessment when both are available for a given course. If no postassessment is available, the credential will serve as the sole measure of technical attainment for the course. North Carolina CTE continues to work to increase the number of courses for which postassessments and/or credentials are available and the number of eligible students who are assessed.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	351170	411064	85.4295194908822
Postsecondary Students	-9	-9	100

# Consolidated Annual Report, Program Year 2013 - 2014

## North Carolina

### Step 8: Program Improvement Plans

#### Extension Requested?

No

#### Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
5P2	The following disaggregated categories of students did not meet the state-negotiated target: Male, American Indian or Alaskan Native, Hispanic/Latino, White, Unknown.	Detailed reports, by college, with disaggregated data, will be disseminated to all colleges regarding their performance on 5P2.	Robert Witchger and Bill Schnieder	02-28-15
5P2	The following disaggregated categories of students did not meet the state-negotiated target: Male, American Indian or Alaskan Native, Hispanic/Latino, White, Unknown.	Colleges not meeting 90% of their negotiated target for 5P2 will develop and implement, in consultation with NCCCS, local action plans to improve performance.	Robert Witchger and Douglas Long	03-31-15
5P2	The following disaggregated categories of students did not meet the state-negotiated target: Male, American Indian or Alaskan Native, Hispanic/Latino, White, Unknown.	At least one workshop designed to improve performance in 5P2 will be offered to all colleges.	Robert Witchger and Douglas Long	06-30-15
5P2	The following disaggregated categories of students did not meet the state-negotiated target: Male, American Indian or Alaskan Native, Hispanic/Latino, White, Unknown.	Data collection and analysis regarding CTE is being updated to more accurately report performance and to better identify student groups underperforming in 5P2.	Robert Witchger and Bill Schnieder	06-30-15

#### Local Program Improvement Plans

Secondary

Each year all 115 Local Education Agencies (LEAs) are required to submit Program Improvement Plans that indicate how they will use Perkins funds to improve the performance of students on all measures, not just those where they failed to meet at least 90 percent of their agreed upon adjusted levels of performance. Districts use the Local Planning System (LPS) to develop these plans. The LPS presents reports of LEA data disaggregated by subgroup and identifies those areas where performance falls below targets or where greatest need for improvement exists.

At this time, a problem in North Carolina's data system has resulted in the inability to provide LEA results, which means an exact count of LEAs that failed to meet their targets is not currently available. NCDPI will continue to work to provide missing data and to assist LEAs in pinpointing areas where improvement is needed.

<b>Core Indicator</b>	<b>Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students</b>	<b>Action step to be implemented</b>	<b>Staff member responsible for each action step</b>	<b>Timeline for completing each action step</b>
5P2	The following disaggregated categories of students did not meet the state-negotiated target: Male, American Indian or Alaskan Native, Hispanic/Latino, White, Unknown.	Detailed reports, by college, with disaggregated data, will be disseminated to all colleges regarding their performance on 5P2.	Robert Witchger and Bill Schnieder	02-28-15
5P2	The following disaggregated categories of students did not meet the state-negotiated target: Male, American Indian or Alaskan Native, Hispanic/Latino, White, Unknown.	Colleges not meeting 90% of their negotiated target for 5P2 will develop and implement, in consultation with NCCCS, local action plans to improve performance.	Robert Witchger and Douglas Long	03-31-15
5P2	The following disaggregated categories of students did not meet the state-negotiated target: Male, American Indian or Alaskan Native, Hispanic/Latino, White, Unknown.	At least one workshop designed to improve performance in 5P2 will be offered to all colleges.	Robert Witchger and Douglas Long	06-30-15
5P2	The following disaggregated categories of students did not meet the state-negotiated target: Male, American Indian or Alaskan Native, Hispanic/Latino, White, Unknown.	Data collection and analysis regarding CTE is being updated to more accurately report performance and to better identify student groups underperforming in 5P2.	Robert Witchger and Bill Schnieder	06-30-15

#### Postsecondary

A total of 53 grants were awarded to 57 colleges. From those grants, 21 colleges did not meet the 90% threshold for at least one core indicator. The total 29 improvement plans will be implemented.

1P1 – All colleges met at least 90% of their negotiated rate.

2P1 – Five colleges did not meet at least 90% of their negotiated rate.

3P1 – Three colleges did not meet at least 90% of their negotiated rate.

4P1 – One college did not meet at least 90% of their negotiated rate.

5P1 – Six colleges did not meet at least 90% of their negotiated rate.

5P2 – Fourteen colleges did not meet at least 90% of their negotiated rate.

**1. State Name** North Carolina  
**2. Federal Funding Period**  
 Start Date 7/1/2013  
 End Date 9/30/2015  
**3. Reporting Period**  
 Start Date 7/1/2013  
 End Date 9/30/2014  
**4. Accounting Basis** 0

**5. Grant Award Number**  
 State Basic Grant (Title I) V048A130033  
**6. Grant Award Amount**  
 State Basic Grant (Title I) 32524684  
**7. Amended Interim FSR**  
 Date of Ammended FSR FALSE  
**Additional Information:**

Row	1	2	3	4	5	6	7	8	9	10	11	
	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)	
<b>A</b>	<b>Total Title I Funds*</b>											
<b>B</b>	<b>Local Uses of Funds</b>											
<b>C</b>	<b>RESERVE</b>											
<b>D</b>	Funds for Secondary Recipients	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>E</b>	Funds for Postsecondary Recipients	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>F</b>	<b>Total (Row D + E)</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>G</b>	<b>Formula Distribution</b>											
<b>H</b>	Funds for Secondary Recipients	0.00	406,668,724.12	0.00	406,668,724.12	406,668,724.12	388,615,404.44	18,053,319.68	0.00	18,053,319.68	18,430,655.00	377,335.32
<b>I</b>	Funds for Postsecondary Recipients	0.00	497,185,948.00	0.00	497,185,948.00	497,185,948.00	488,920,755.00	8,265,193.00	0.00	8,265,193.00	9,215,327.00	950,134.00
<b>J</b>	<b>Total (Row H + I)</b>	0.00	903,854,672.12	0.00	903,854,672.12	903,854,672.12	877,536,159.44	26,318,512.68	0.00	26,318,512.68	27,645,982.00	1,327,469.32
<b>K</b>	<b>TOTAL LOCAL USES OF FUNDS (Row F + J)</b>	0.00	903,854,672.12	0.00	903,854,672.12	903,854,672.12	877,536,159.44	26,318,512.68	0.00	26,318,512.68	27,645,982.00	1,327,469.32
<b>L</b>	<b>State Leadership</b>											
<b>M</b>	Non-traditional Training and Employment	0.00	87,193.00	0.00	87,193.00	87,193.00	0.00	87,193.00	0.00	87,193.00	87,193.00	0.00
<b>N</b>	State Institutions	0.00	50,000.00	0.00	50,000.00	50,000.00	0.00	50,000.00	0.00	50,000.00	50,000.00	0.00
<b>O</b>	Other Leadership Activities	0.00	1,880,853.86	0.00	1,880,853.86	1,880,853.86	0.00	1,880,853.86	0.00	1,880,853.86	3,115,275.00	1,234,421.14
<b>P</b>	<b>TOTAL STATE LEADERSHIP (Row M + N + O)</b>	0.00	2,018,046.86	0.00	2,018,046.86	2,018,046.86	0.00	2,018,046.86	0.00	2,018,046.86	3,252,468.00	1,234,421.14
<b>Q</b>	<b>State Administration</b>											

<b>R Total State Administration</b>	0.00	3,372,665.00	0.00	3,372,665.00	3,372,665.00	1,990,916.00	1,381,749.00	0.00	1,381,749.00	1,626,234.00	244,485.00
<b>S TOTAL TITLE I FUNDS (Row K + P + R)</b>	0.00	909,245,383.98	0.00	909,245,383.98	909,245,383.98	879,527,075.44	29,718,308.54	0.00	29,718,308.54	32,524,684.00	2,806,375.46