



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

CTE Grants for Homebuilding Programs
SL 2023-134

Date Due: December 15, 2025
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STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION

Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

STATE BOARD OF EDUCATION MISSION

The mission of the North Carolina State Board of Education and the North Carolina Superintendent of Public Instruction is to use their constitutional authority to guard and maintain the right to a public education for every student in North Carolina and to support public school units in providing every student an excellent education that prepares them for success in their next phase of life.

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OVERVIEW

The report was prepared in accordance with requirements of SL 2023-134.

CTE Grants for Homebuilding Programs

- I. SECTION 7.19.(a) Of the funds appropriated to the Department of Public Instruction in this act from the General Fund, the Department shall use up to two hundred thousand dollars (\$200,000) in recurring funds to provide grants to assist public school units with program costs associated with CTE programs related to homebuilding. The Department of Public Instruction shall permit high schools within public school units to use the U.S. Department of Labor approved Pre-Apprenticeship Certificate Training (PACT) program, developed by the Home Builders Institute as an approved curriculum for CTE programs. A public school unit or a regional partnership of more than one public school unit may apply to receive funds. When awarding grants under this subsection, the Department shall prioritize public school units (i) located, in whole or in part, in a county with at least one local school administrative unit that received low-wealth supplemental funding in the previous fiscal year and (ii) that have a high population of at-risk students or students with disabilities.
- II. SECTION 7.19.(b) The Department shall create and make available an application for grants under this section no later than 30 days after this bill becomes law. The Department shall make the application available for both years of the 2023-2025 fiscal biennium. Applicants shall submit their application to receive grant funds to the Department no later than 60 days after the application is made available for submission for each school year of the 2023-2025 fiscal biennium. The Department shall approve or deny each application within 30 days of receipt.
- III. SECTION 7.19.(c) All recipients of grants under this section for each school year of the biennium shall submit a report to the Department no later than October 15 of each year of the biennium on the outcomes of any programs funded by grants received under this section, including data collection methods for reporting on student outcomes, impacts of the program, and use of State funds. The Department shall then submit a report to the Joint Legislative Education Oversight Committee and the Fiscal Research Division on the overall outcomes of the grant programs no later than December 15 of each year of the 2023-2025 fiscal biennium.

REPORTS FROM GRANT RECIPIENTS

CHEROKEE COUNTY SCHOOLS

Outcomes of the program to date and how you collected the data on these outcomes

As a result of the homebuilding grant, the CTE carpentry programs at Murphy High School and Cherokee County Career Academy were able to purchase supplies, materials, hand tools, power tools, and safety equipment to update their shop class. The additional items and updated equipment allowed shop time to be more productive due to time-saving equipment and students having more tools to work with. Students benefited by learning how to use modern building tools and equipment used in the workforce.

Data - Enrollment reports, budget, purchase order reports and walk throughs to see equipment being used and students engaged in hands-on projects around campus and in the classroom is evidence that the funds have been used for program improvement and student success in the carpentry courses.

Impacts of the program on the students, school, and the local community

Students, the school and employers benefit from the impact of the grant on the carpentry program. Our students are better prepared to enter the workforce due to their exposure to newer equipment. Our local area is in dire need of skilled carpenters, and these two thriving carpentry programs are creating a pipeline to fill that need. Even though the school district's enrollment is declining, the program is growing in numbers:

2023-2024 -130 students

2024-2025 -138 students

2025-2026 -157 students

Use of Funds

Funds were used to purchase items such as: framing and finish nailers, planer, band saw, tables saws, jig saw, sheet metal brake, laser level, hand trucks, hand saws, biscuit joiner, body Harnesses, screws, saw blades, protection kits, clamps, driver sets, nails, filters, tape measures, ladders, saw horses, levels, tool box, lumber, eyewear protection, duct tape, paint rags and many other misc. shop items.

DUPLIN COUNTY SCHOOLS

Outcomes of the program to date and how you collected the data on these outcomes:

We wrote the grant to help us transition our construction trades program from homebuilding to small project construction due to the need for students to meet all curriculum requirements in one semester. Thanks to the homebuilding grant, we have successfully transitioned the program to a shed-producing program. We removed the old, cracked house foundation and replaced it with a concrete slab and covered metal structure so students could build sheds and other small projects year-round.

Impacts of the program on the students, school, local community, etc:

Currently, we have 210 students enrolled in our carpentry and electrical programs. By transitioning to sheds, we are now able to allow our electrical students to work collaboratively with our carpentry students to do joint projects, giving both programs a complete, real-world project. The impact on the school and local community is that our programs will be able to produce not only quality products for our local community but also skilled workers who have been trained on all aspects of the curriculum.

How funds were used:

All the funds were put into GL code 1.5120.256.319.352.000.00 to pay for the concrete slab and covered building

GUILFORD COUNTY SCHOOLS

The Homebuilding Grant Opportunity addresses the affordable housing crisis in America; in North Carolina, over 1 million households are paying more than 1/3 of their income to pay for housing. Guilford County's construction industry continues to grow as people and companies seek to relocate to this county. The employment outlook for this industry remains positive.

Outcomes of the Program

Student demographics are as follows: (*=percentage increase from previous reporting year)

- Male – 89%*
- Female – 11%

- EL – 16%*
- Learning Exceptionality – 15%*
- AIG – 16%
- Asian – 2%
- Black – 41%*
- Hispanic – 33%*
- Two or More Races – 4%*
- White – 20%

Total Student Count - 218

Impacts of the Program

Through these additional funds, GCS' CTE Skilled Trades Pathways (i.e. Carpentry, Woodworking, Masonry, HVAC, Electrical, Adv. Manu, Metals Manufacturing, etc.) students would be able to engage, innovate, and rebuild affordable single-family homes, gain technical skills, attain industry credentials, connect with professional mentors, earn a livable wage, and more. Learning green construction skills to sustain communities for the future has become so important with protecting our environment. Construction drones are emerging as tools that help skilled workers be more efficient; and drone skills are needed in the homebuilding field. Preparing the next generation of tradesmen and tradeswomen is more important now more than ever as the current Skilled Trades workforce is aging and retiring. This preparation has shifted as well. Moreover, non-traditional employees are highly sought, and funding aimed at special populations is essential. As for the future, our task is not to foresee it, but to enable it. This funding would provide a secondary experience that inspires, generates awareness, provides exploration, and authentically prepares students for the world of work in homebuilding. GCS CTE has its own state-registered youth apprenticeship program, Student Opportunities for Apprenticeship Readiness (SOAR), that has added Skilled Trades employer partners such as R.D. Graham Electric and NC FAME for the electrician and multi-skilled maintenance technician occupations. SOAR is recruiting more courageous employer partners! GCS CTE is centered on six C's: Concentrators, Credentials, College Credit, Career Placements, Courageous Partnerships, and Continued Innovation. CTE is the ultimate classroom experience by providing students with opportunities to attain industry-recognized credentials, gain meaningful work-based learning, and earn college credit.

Use of Funds

These funds were used to provide modernized tooling and equipment for the Carpentry, HVAC, and Masonry programs at the Weaver Academy. Weaver offers a unique learning opportunity as its course offerings are open to all high school students within the district. The "open" purpose is to provide high school students with access to CTE career pathways, most in the Skilled Trades, who do not have the course offering at his/her zoned school location. GCS provides transportation to and from Weaver which removes the biggest barrier. This funding was used in several of Skilled Trades classrooms wherein teachers were sharing tooling which limited the hands-on projects that could be done by students in each pathway. Tool sharing also slowed certification as some credentialing components require tool identification and performance tasks using specific tooling.

HARNETT COUNTY SCHOOLS

Data and Outcomes

141 students participated in BUILD Harnett 2025, 30 students in carpentry event (3 OCS students), 35 students participated in the electrical event, and 8 students participated in the NEW! plumbing event. Of those students, 7 started summer internships in the trades/homebuilding sector, 5 entered college construction management programs, and 11 signed into NC Registered Apprenticeships. Our two-year total over the life of this grant is 39 students employed or enrolled in homebuilding related career pathways. We collect data on work-based learning programs to report to our Board of Education, in our CLNA, and business advisory.

Impact

BUILD Harnett has increased our enrollment, engagement, and buy-in of our NCCER/ trades courses, including non-traditional enrollment. BUILD has allowed us to educate the public and stakeholders on the value of trade pathways and straight to work options for our students and our labor market. The program has brought our communities closer together, as this annual event is a highlight of our CTE programming. We look forward to continuing this program and seeing it grow to new heights.

Use of Funds

100% of PRC 256 funds were used for practice materials and tools to expand participation and better prepare students for Broadening Understanding through Intentional Local Development (BUILD). For a detailed report on expenditures, please contact CTE at DPI.

HYDE COUNTY SCHOOLS

Outcomes of the program to date and how you collected the data on these outcomes

The Homebuilder’s grant has demonstrated continued enrollment, with students remaining engaged across cohorts since its inception. Attainment rates in industry-recognized credentials have increased as participants complete coursework and certification aligned to construction and trade skills. These outcomes were documented through enrollment records, credentialing data, and internal tracking by program coordinators. While the construction of the tiny homes is still underway, the project is progressing on schedule, with an expected completion by the end of the 2025–2026 school year.

Impacts of the program on the students, school, local community:

The program has had meaningful impacts on multiple levels. For students, participation has strengthened both technical and employability skills, offering hands-on, project-based learning that connects academic content with workforce application. Several students have expressed increased confidence in pursuing careers in construction and related fields (4 Ocracoke graduates last year now pursuing construction related fields). At the school level, the program has enhanced career and technical education (CTE) offerings, creating new opportunities for students to earn stackable credentials and engage in real-world problem solving. For the local community, the project has generated stronger partnerships with industry leaders, local businesses, and civic organizations who have contributed time, expertise, and resources. Community stakeholders view the project as an investment in both workforce development and local housing solutions, building stronger connections between the schools and the broader community.

How funds were used

Grant funds have been used strategically to support project-based needs. The expenditures have been directed toward purchasing building materials essential for the construction of the tiny homes, including lumber, fixtures, blueprints, and tools.

LENOIR COUNTY SCHOOLS

Lenoir County Public Schools (LCPS) is grateful to have received the CTE Grants for Homebuilding Programs in the 2023-24 & 2024-25 school years. Included in this report are (1) the outcomes of the program to date and how the data was collected on these outcomes; (2) the impacts of the program on the students, school, local community, etc.; (3) how the funds were used.

Program Outcomes & Data Collection

Kinston High School

Because of the Homebuilding Grant funding, LCPS was able to purchase equipment to outfit the masonry and carpentry labs at Kinston High School in the first year of the grant. The year one funding purchased upgraded equipment for the labs. In year two, the masonry teacher left, and the program was closed due to the loss of months of employment. The carpentry teacher took most of the equipment and the rest was moved to North Lenoir High School’s masonry program. Enrollments are as follows:

- 2023-24 Construction Core enrollment - 10 sections, 127 students
- 2023-24 Carpentry I enrollment - 1 section, 11 students
- 2023-24 Masonry I enrollment - 1 section, 14 students
- 2024-25 Construction Core enrollment - 6 sections, 80 students
- 2024-25 Carpentry I enrollment - 2 sections, 29 students
- 2024-25 Carpentry II enrollment - 1 section, 8 students
- 2024-25 Masonry I enrollment - 2 sections, 25 students
- 2024-25 Masonry II enrollment - 1 section, 10 students
- 2025-26 Construction Core - 3 sections, 54 students
- 2025-26 Carpentry I enrollment - 2 sections, 29 students
- 2025-26 Carpentry II enrollment - 1 section, 13 students

Because of the grant, Kinston High School received consumable items such as lumber and building supplies. In the 2023-24 school year, students in the Carpentry program earned 39% of available credentials in Construction Core and Carpentry I. In the 2024-25 school year, Carpentry students earned 33% of the credentials available in Construction Core, Carpentry I, and Carpentry II. In the 2023-24 school year, students in the Masonry program earned 44% of available credentials in Construction Core and Masonry I. In the 2024-25 school year, Masonry students earned 31% of the available credentials.

North Lenoir High School

North Lenoir High School had an established masonry program. North Lenoir High School experienced a teacher change at the beginning of the 23-24 school year with a beginning teacher who came straight from industry. The grant allowed him to get updated supplies for the shop such as shovels and shop brooms as well as a drill press, jobsite table saw, and an outdoor rotary laser level. In the 2024-25 school year, the teacher received consumable supplies as well as smaller power tools.

2023-24 Construction Core enrollment - 2 sections, 43 students

2023-24 Masonry I enrollment - 2 sections, 27 students

2023-24 Masonry II enrollment - 2 sections, 18 students

2024-25 Construction Core enrollment - 3 sections, 64 students

2024-25 Masonry I enrollment - 2 sections, 29 students

2024-25 Masonry II enrollment - 1 section, 17 students

2025-26 Masonry I enrollment - 4 sections, 68 students

2025-26 Masonry II enrollment - 2 sections, 24 students

2025-26 Masonry III enrollment - 1 section, 3 students

In the 2023-24 school year, the students at NLHS earned 74% of available credentials in Construction Core, Masonry I, and Masonry II collectively. In the 2024-25 school year, NLHS Masonry students earned 70% of the available credentials.

South Lenoir High School

South Lenoir High had an established carpentry program with an experienced teacher. The grant allowed him to update equipment and purchase construction consumables such as lumber.

2023-24 Construction Core enrollment - 3 sections, 56 students

2023-24 Carpentry I enrollment - 2 sections, 32 students

2023-24 Carpentry II enrollment - 1 section, 18 students

2023-24 Carpentry III enrollment - 1 section, 4 students

2024-25 Construction Core enrollment - 3 sections, 52 students

2024-25 Carpentry I enrollment - 2 sections, 31 students

2024-25 Carpentry II enrollment - 1 section, 18 students

2024-25 Carpentry III enrollment - 2 sections, 3 students

2025-26 Construction Core enrollment - 3 sections, 58 students

2025-26 Carpentry I enrollment - 2 sections, 31 students

2025-26 Carpentry II enrollment - 1 section, 10 students

2025-26 Carpentry III enrollment - 1 section, 10 students

In the 2023-24 school year, the students at SLHS earned 67% of available credentials in Construction Core, Carpentry I, Carpentry II, and Carpentry III collectively. In the 2024-25 school year, students earned 55% of available credentials.

Program Impacts

The Homebuilding Grant impacted on our students in multiple ways. It is the goal of the CTE program to, whenever possible and reasonable, provide students with industry-recognized equipment and materials. The grant provided us with the opportunity to upgrade our equipment and provide students with more hands-on experiences in these critical areas. Students in these programs earned industry recognized credentials which they in turn can put on their resumes. LCPS has greatly increased its paid student work-based learning opportunities through internships and apprenticeship programs. Student credentials make them more attractive to employers in the industry.

Funding Usage

Funding from the Homebuilding Grant was used to make large equipment purchases, consumable construction materials, as well as purchase shop supplies. Purchases included: consumable masonry supply materials, power hand tools, drill press, router and table, power tool stands, lumber, and other consumable building materials.

MADISON COUNTY SCHOOLS

Program Outcomes & Data Collection

The Madison County Schools CTE House Building Project has been an overwhelming success. Since groundbreaking, over 200 students have gained valuable hands-on experience across a wide range of trades and disciplines including architecture, construction, plumbing, electrical, HVAC, masonry, project management, heavy equipment operation, and landscaping. Outcomes were measured through student participation data, skill competency assessments, and ongoing feedback from instructors and industry partners.

The completed CTE house is currently under contract with a Madison County Schools employee. Due to grant support, the home was offered at a 17% discount below market value, making it more affordable for public school employees while still generating sufficient revenue to reinvest in future projects.

This funding will help support WBL experiences including job shadowing, internships, and apprenticeships in the Construction Trades programs. These programs include Carpentry, Masonry, Electrical, HVAC and Plumbing. We intend to add Heavy Equipment for SY24-25. Students will have the opportunity to acquire NCCER credentials in all these courses of study. Students in the Construction Trades programs are involved in hands-on learning opportunities at an actual house-building site. The Construction Trades programs are during a two-year house-building project. At the conclusion of this project, we intend to sell the house and use the proceeds to begin a new house-building project. These funds will benefit students by making various contractors available to give students WBL opportunities at our house-building site.

Program Impacts

- **Students** benefited directly from immersive, real-world learning opportunities, better preparing them for workforce entry or postsecondary education in skilled trades.
- **The school system** saw increased interest and enrollment in CTE programs, strengthening the district's career readiness initiatives.
- **The community** gained a high-quality, affordable housing option and will soon benefit from a new residential development—an 8- to 10-home patio community—further extending the program's impact.

Funding Usage

Grant funding was used strategically to support skilled labor and materials essential to the completion of the first home:

- Victor Chapina Painting: \$9,804.26
- Crawford's Cabinets: \$5,000.00
- Rodrigo Gomez Flooring: \$2,880.00
- McCurry Drywall: \$2,315.74

These investments contributed to both the quality of the final product and the educational value for students working alongside professionals.

Next Steps

With the success of the Walnut Creek project, planning is already underway for the next phase—a community of 8–10 patio-style homes (1,500–1,750 sq. ft.). Land acquisition and community design are being finalized, with groundbreaking anticipated in **August 2026**.

MCDOWELL COUNTY SCHOOLS

Outcomes of the Program:

With support from PRC 256, McDowell County Schools has strengthened its CTE Homebuilding program by providing students with real-world construction experiences. Students are actively engaged in projects such as building a tiny house and creating custom wood products, while also earning industry-recognized credentials including OSHA 10 and NCCER. Outcomes are tracked through course enrollment, credential attainment, teacher project logs, and student feedback.

Program Impacts

The program has had a meaningful impact on students, schools, and the community. Students gain valuable technical skills, teamwork experience, and exposure to careers in the construction trades. The school system benefits from expanded CTE offerings that align with workforce demands, and the community benefits from student-built projects that showcase craftsmanship and support local needs.

Funding Usage

Grant funds were used to purchase building materials, tools, and equipment, as well as to support credentialing costs. These investments have allowed students to train with industry-standard resources and complete authentic homebuilding projects, building both their skills and confidence for future success.

ROANOKE RAPIDS CITY SCHOOLS

In the 2024–2025 school year, no students participated in the Tiny Home project as they were able to earn higher wages during the summer of 2024 than the current minimum wage. The teacher purchased \$795 worth of materials in anticipation of possible participation. This year, the project will move forward through contracts with local vendors, providing Carpentry students with the opportunity to observe professionals at work.

SURRY COUNTY SCHOOLS

Outcomes of the Program

Each high school has been able to build custom structures and items to sell, with proceeds going back to the program. Surry Central has built storage buildings and custom outdoor structures. East Surry built storage buildings and Adirondack chairs. North Surry built outdoor structures and custom storage/keepsake containers. This has provided additional opportunities for students to strengthen their craft and interact with the community.

Impacts of the program

- Students: Based on enrollment data, 62 students from East Surry, 47 students from Surry Central, and 32 students from North Surry have benefited from the grant.
- School Programming: Schools have benefited in multiple ways
 - Students are making connections to community members as well as improving their skills in building high-quality structures.
 - Funding has allowed school CTE allotments to be leveraged to meet various programming needs.
- Community - The community we live in is extremely supportive. These types of projects allow our families, business partners, and government leaders to see firsthand the talents our students possess and the high-quality CTE programs provided in our school system.

Funding uses

We used funding to purchase building materials and supplies, as well as equipment needed for the shops.