



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Career and Technical Education Program
Expansion Grant

§ 115C-64.15

Date Due: April 30, 2020
Report # 77
DPI Chronological Schedule, 2019-2020

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

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

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

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

Background

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

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

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

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

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

Education and Workforce Innovation Commission		
Trey Michael, Director, Career & Technical Education, NC Community Colleges	Designated by The State Superintendent of Public Instruction	
Elizabeth Crabill, Chief Deputy Secretary, NC Department of Commerce	Designated by The Secretary of Commerce	
Cecilia Holden, President/CEO, myFutureNC	President/CEO, myFutureNC	
David English, Ph.D., Vice President of Academic Programs, Faculty and Research	Designated by The President of the University of North Carolina	
Robert Witchger, Ed.D., Director, Career & Technical Education, NC Community Colleges	Designated by The President of the North Carolina Community College System	
Governor Appointees	House of Representatives Appointees	Senate Appointees
Cortrina D. Smith, Wayne County Public Schools	Richard L. Purcell, Associate Manager of Education	Thomas Luckadoo, Vice President, Adams Commercial Real Estate Services
Marshall Cherry, Roanoke Electric Cooperative	Craig Hagood, President/CEO, House-Autry Mills, Inc	Stephen Griffin, President, Insurance People of North Carolina
S. Dianne Little, Ed.D., Catawba Valley Community College, Director, Phillips Leadership Institute	Judith Irwin, Senior Vice President of HR & Training, Golden Corral Corporation	Satish Garimella, Council Member, Town of Morrisville

Reporting Requirements:

(1) Accounting of Funds, Personnel Resources and accounting of how funds and personnel and their impact on student achievement, retention, and employability.

In year one of the grant period, the Education and Workforce Innovation Commission awarded grants to eleven schools, districts, and regions representing the diverse constituencies of North Carolina under the Education and Workforce Innovation Program. Grant awards included:

LEA	Region	Allocation
Beaufort County Schools	1	\$800,000
Buncombe County Schools	8	\$800,000
Charlotte-Mecklenburg Schools	6	\$800,000
Chatham, Harnett, and Lee County Schools	3	\$800,000
Davidson County, Lexington City, and Thomasville City Schools – Yadkin Valley Regional Career Academy	5	\$350,000
Duplin County Schools	2	\$800,000
Durham Public Schools	3	\$800,000
Granville, Franklin, Vance, and Warren Counties	3	\$800,000
Rutherford County Schools	8	\$800,000
Surry County Schools	5	\$800,000
Winston-Salem/Forsyth County Schools Kennedy High School	5	\$350,000
*Wilson County Schools	3	\$350,000

*In year three of the grant period, an additional grant was awarded by the Commission.

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

At the inception of the Commission, the responsibility of the Education and Workforce Innovation Program grant was placed with the Governor's Office. At that time, the grant was administered to the eleven aforementioned grantees, and then the added twelfth grantee, as recurring for five years. FY 2018-2019 marked the final year of that five-year recurring cycle. The scope of work for the final grant year for each LEA is below:

Beaufort County Schools

Beaufort County Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018	Paid FY 2019
	\$800,000	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000

The Career Academies were to be established in the broader context of school wide transformation underway at all three high schools through the NC New Schools iRIS initiative. Under the guidance of New Schools personnel, Beaufort County's traditional high schools began adopting the research-based NCNS Design Principles and Common Instructional Framework in use at the state's high-performing Early College High Schools. Grant funds were used to extend the professional development services provided by NC New Schools for two to three years beyond the iRIS grant cycle to further institutionalize the transformational strategies being implemented and build the internal capacity required to sustain the reforms in the absence of outside funding.

The goals of this transformational project are to provide all high school students in Beaufort County with enhanced opportunities to pursue courses of study aligned with their personal interests, regardless of where they live in the county; enable students to earn industry-recognized credentials and college credits while in high school; instill the foundational knowledge and skills required for a successful transition to post-secondary education, training, or the workplace; and institutionalize the NCNS Design Principles and Common Instructional Framework in the district's three traditional high schools.

Out of this implementation an art teacher became certified to teach the Adobe classes so that students in his traditional video class began learning the Adobe Video Certification. Eight of fifteen students received their Adobe Premier Certification in the Spring of 2019. This teacher also utilized coding with Spheros to create a piece of art with his students which was displayed at the E2E STEMEAST conference in New Bern, NC in March 2018.

This was the result of experimentation by the students on previous occasions to understand when to add paint, how to keep the spheres contained on the surface, and other aspects of creating an art piece with technology. It encompassed the entire design process from start to finish and was the culminating project.

The crossover of curricula are providing students the opportunity to work as they might within the workplace using skills such as the design process, collaboration, coding, problem solving, and creating a finished piece of work as a team.

In addition, professional development is ongoing for CTE staff, counseling staff, and school staff in order to integrate and seamlessly navigate pathways with all students in Beaufort County while exposing all students to higher education offerings while they are in high school as well.

When asked how grant activities impacted the academic progress made by students during the grant period, they responded with the following: ASE certification was received in the Spring of 2019 for the

Automotive Academy. The application process has been underway since its inception. Enrollment during 2018-2019 was 58 students. We hope to begin certifying students in the 2019-2020 school year.

The Fire and Public Safety Academy had an enrollment of 99 at Southside HS and 50 students completed certified in Public Safety and 2 Fire Fighter Technology 1, 6 in Fire Fighter Technology 2, and 7 in Fire Fighter Technology 3.

Finally, during the spring of 2018, The Friday Institute came and did a video on how Beaufort County Schools is implementing STEM/STEAM within the district. The documentary of 10-12 minutes in length was published in the fall of 2018. This brief documentary describes the braiding of funds to create multiple opportunities within several curricula areas.

When asked for a brief summary of future plans for program activity, the district responded with the following: We continue to seek funding to be able to fill in gaps of existing streams of funding of the STEM/STEAM strategic plan created by the district to be able to grow skills and curricula in the areas of need identified by local and regional businesses.

We plan to continue with STEM/STEAM implementation by looking at our strategic plan and creating additional next stems to continue the pipeline of talent to be available for our local and regional industries particularly in the area of advanced manufacturing, coding, and sciences.

Buncombe County Schools

Buncombe County Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018	Paid FY 2019
	\$800,000	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000

The original goals and expectations for the activity supported by the EWIF grant focus around building the capacity for enriching science instruction in order to foster college and career readiness in STEM subjects and fields. We are focused on the elementary grades (fourth and fifth) to develop a feeder pattern that will cultivate motivated students who are prepared to succeed in STEM fields.

To do this, we are working to expand the capacity to deliver more robust science instruction to facilitate growth and student academic achievement in science. We have a need to use more research-based curriculum and materials, have focused professional development for curriculum coaches and classroom teachers while using a range of engaging STEM materials. To do this, there are new research-based materials being provided to both fourth and fifth grade teachers as well as professional development to compliment the materials. The schools are also beginning to be phased into STEM pedagogy and materials.

The short-term outcomes for this project are the following:

1. Increase the number of students who are proficient on the fifth-grade science End of Grade test (EOG) by 10%* by 2019
2. Improve the academic growth on the fifth-grade science (EOG) by 5-10%**
3. Increase teacher confidence in their ability to deliver robust science instruction in both content and pedagogy/methods. This growth was to be measured in percentages based on a pre-survey and the growth was to be 15%.

Long term outcomes are to have the fifth grade EOG scores meet or exceed the NC mean for life and physical sciences** in both growth and proficiency, increased knowledge of STEM and career options among teachers, parents, administrators, and students, and continued growth in teacher confidence to deliver robust science instruction and integrate STEM into their curriculum.

During 2017-2018, STEM labs were in place for the entire school year in of our elementary and intermediate schools. The expectation is that each K-5 student in Buncombe County Schools attend the STEM lab as part of their regular curriculum. While each school is allowed to make the schedule as they see fit for their students, the expectation is that each K-5 student participated in at least four Engineering Design Challenges that are connection to their science content.

This year, all of the district's elementary, primary, and intermediate schools came on board for the entire school year with the STEM labs. We trained the new lab managers and continued training with the pilot school managers. In addition, staff worked with the classroom teachers at various schools through workshops to introduce STEM and the Engineering Design Process to teachers. She also started a presentation on what makes a good STEM lesson and how to incorporated STEM and in all curricular areas. She also designed a new STEM presentation for the schools about how to be a Partner in the STEM lab which she has presented to several of the elementary schools. Guidelines were developed so teachers could understand how the STEM labs are an extension of their classrooms and apply the content they teach.

Three teachers were taken to the NC Science Teachers Association conference. These teachers were required to attend several STEM sessions in addition to the sessions of their choice. Once back at school, they were required to present to the grade levels and entire staff about new ideas and things they had learned.

When asked how grant activities have impacted the academic progress made by students during the grant period, the district responded with the following: The STEM labs have been very successful in the schools, our STEM managers (who used to be computer lab assistants) explain how students tell them how much they love STEM class.

Students are also getting to work more collaboratively with their groups and as the year progresses the collaborative skills improve. Students are actually learning a process for solving a problem.

Several principals have expressed that the STEM lab is one of the key factors that families are staying in their public schools instead of attending nearby charter schools.

Rubrics have been created for self-assessment and teacher assessment of STEM skills: understanding the problem (criteria and constraints), brainstorming, making a plan, following the plan to create and then improve. This year teachers are to evaluate their students at the beginning of the year, the middle of the year and end of year to give us quantitative data.

The biggest observation in our STEM labs has been the growth of students in success in the lab. Many of our students who don't do well academically find success in the STEM lab, it fits their way of thinking. There is opportunity for them to be creative, follow a plan to solve the problem and learning there are multiple ways of solving a problem.

Since the STEM challenges are based on science content, teachers need to teach science lessons before their students come to the STEM lab, more science is being taught in the actual classrooms as compared to before the STEM labs. We are seeing teachers take much more of an ownership role in the STEM labs and many of them are using STEM methods in their classrooms.

Charlotte-Mecklenburg Schools

Charlotte Mecklenburg Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018	Paid FY 2019
	\$800,000	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000

When asked what the activity accomplished with these grant funds during this period, the district responded with the following:

- Constructed Learning Designs provided instructional coaching training to Instructional Coordinators at the school level. This is to strengthen the end of course exam data.
- Berry, Hawthorne, Olympic all are recognized as Distinguished NAF academies. Vance and West Charlotte opted out of their NAF academy in lieu of supporting CTE pathways building wide.
- National Academy Foundation provided professional development for business partnerships.
- Purchased industry certifications to be administered to students in appropriately aligned STEM courses
- Purchased technology and supplies to Open nine new STEM middle school courses for feeder middle schools in Fall 2019 with remaining EWIF funds as approved in previous year
- Purchased supplies for STEM programs for all five schools
- Purchased professional development for teachers and school support staff

The EWIF grant positively impacted activities that relate to supporting teachers for instruction. Instructional facilitators are now in each high school supporting only CTE teachers. EWIF provided additional funding to support training IF for these schools to increase student and teacher engagement in the classroom. Vance and West Charlotte lost their principals and Olympic moved from five schools to one school. These shifts in leadership impact the ability to support one academy in one school.

The secondary impact of the addition of nine new STEM courses at the middle school level is a tremendous win. This builds a targeted pipeline for high demand, high wage jobs in technology in Mecklenburg County. Without EWIF, we would not have been able to expand STEM courses so rapidly. In 2017.18 there were 998 middle school students enrolled in computer science exploration courses, in 2018.19 we doubled to 2091 students. Now 34 out of 40 middle schools who offer computer science course exploration. The impact we hope to measure in the next application for EWIF.

School	2017.18 EOC Prof.	2018.19 EOC Prof. *(Preliminary)	Certifications 2017.18	Certifications 2017.18
Berry Academy of Technology	50.97%	79.23%	480	437
Hawthorne Academy of Health Sciences	42.86%	100%	36	69
Olympic	49.9%	64.85%	81	286
Vance	52.5%	45.73%	173	212
West Charlotte	51.74%	47.06%	396	100

Chatham, Harnett, and Lee Counties

Chatham, Harnett, and Lee Counties	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018	Paid FY 2019
	\$800,000	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000

The main goal of the project was to achieve a dramatic increase in participation in the Career and College Promise (dual enrollment) program in Chatham, Harnett and Lee Counties, while simultaneously building faculty, administration, and curriculum capacity for guiding students through a full range of educational and career pathways.

The effectiveness of the program to achieve this goal was to be measured by the following indicators:

- Dual enrollment rates will rise from 5% to at least 15% for the tri-county area by fall 2016. This translates to at least 500 students more students enrolled in Career and College Promise.

- No fewer than 50 students per year will graduate high school with earned CTE certificates or diplomas by spring 2017.
- Beginning with the graduating class of 2017, students who continue on to pursue 2-year degrees will complete them within three years at a rate of no less than 40% and students who pursue four-year degrees will complete them at a rate of no less than 70%.

Secondary goals included reaching all of the tri-county area's 11,000+ high school students with outreach and advising services and providing sustained professional development programs to connect schools and classrooms with local business and industry.

As a result of the grant, the districts have seen the following outcomes:

- All nine advisors were hired and placed in their respective schools by August 18, 2014, and began providing outreach and advising services soon after.
- Advisors are participating in activities that educate students, faculty, and administrators on opportunities in the local workforce and the skills and knowledge that they require. These activities include individual advising meetings with students, classroom lectures, school-wide activities, faculty/staff meetings, parent meetings, and Career and College Promise (CCP) information sessions to promote a culture of dual enrollment.
- Advisors have conducted site visits of local businesses and industries, as well as the CCCC campuses, for students and teachers. Faculty participated in National Manufacturing Day activities and scheduled visits to industries/businesses unique to each county in the service area.
- The Central Carolina Works (CCW) program has used monthly newsletters to provide outreach to faculty, staff, students, business and community partners, and CCCC faculty and staff, starting in the fall of 2014.
- Advisors have participated in professional development opportunities including the College Foundation of North Carolina Training and participating in the North Carolina Community College Conference. Also, Central Carolina Works presented a one-day summer symposium: Bridging Education and Careers for service area high school faculty. Approximately thirty (30) math and science teachers from the service area connected with local business and industry leaders to facilitate incorporating real world applications into their curriculum. The symposium included a panel of business and industry leaders, industry tours, and CCCC vocational/technical program tours
- To date Career and Technical Pathways in the following areas have been developed.
- Accounting, Associates Degree Nursing, Automotive Restoration Technology, Business Administration, Barbering, Broadcast and Production Technology, Criminal Justice Technology, Computer-Integrated Machining Technology, Cosmetology, Culinary Arts, Technology, Dental Assisting, Early Childhood Education, Electronics Engineering Technology, Health and Fitness Science, Health Information Technology, Industrial Systems Technology, Infant/Toddler Care, Information Technology, Laser and Photonics Technology, Library Information Technology, Medical Assisting, Mechanical Engineering Technology, Medical Office Administration, Motorcycle Mechanics, Nurse Aide, Paralegal, Podcasting, Veterinary Medical Technology, Manicuring/Nail Technology, Human Services Technology, Social Media Marketing, Sustainable Agriculture, and Sustainability Technologies.
- Additionally, students can take the following college transfer pathways: Pre-Associate in Arts (College Transfer), Pre-Associate in Engineering (College Transfer), Pre-Associate in Science (College Transfer)
- For this academic year, advisors have had contacted with more than 70% of the student population.
- In 2014, only 709 high schools students enrolled in CCCC's dual enrollment program to pursue credentials for Career and Technical education or college transfer courses. At the end of the 18-19 academic year, 1,935 students were enrolled in dual enrollment programs. Current enrollment for the Fall 2019 semester, as of August 30th 2019, shows 2,300 dually enrolled students taking CCCC courses in Career and Technical Pathways or College Transfer Pathways.

- Another area of impact can be seen in the number of students with prior credit enrolling immediately following high school complete. In the 17-19 academic year this number was up

to 231 students compared to 72 students in 13-14 academic years.

When asked how the grant activities impacted the academic progress made by students during this period, the districts responded with the following:

- For the 2018-2019 school year, an unduplicated 2,525 students from Chatham, Harnett, and Lee counties enrolled in CCP classes. This is an increase from 429 students in the Fall 2014 semester, and from 200-250 per semester prior to the start of the CCW program. In spring 2017-18, 38% of juniors and seniors being enrolled in CCP programs, up from 8% prior to the start of the program.
- The average grades for students enrolled in CCP classes were as follows: A (43%); B (27%); and C (13%).

Davidson County, Lexington City, and Thomasville City Schools – Yadkin Valley Regional Career Academy

Davidson County, Lexington City, and Thomasville City Schools – Yadkin Valley Regional Career Academy	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018	Paid FY 2019
	\$350,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000

In 2012 Yadkin Valley Regional Career Academy opened as a bold, multi-district economic development initiative. The Academy's vision re-invents high school around students' career interests, a rigorous STEM curriculum integrated with relevant work and community experiences, and innovative uses of technology. The initial goal of the school was to become a regional training source for Project Based Learning. Other initial goals of the school were to develop an "open-source" web based resource bank with tools and curriculum, to develop blended online resources, to establish a competency-based credit model for high school and college, adding resources to the school's website, and to support a statewide network of project-based learning schools in collaboration with NC New Schools.

Accomplished with the EWIF grant funding this past year were:

- The full implementation of our Project Based Learning (PBL) and STEM focus
- Funding for summer employment for PBL product development and STEM activities
- Intensive coaching support for teachers and school leaders through RTI coaching services
- Developing teaming strategies that support school to career themes through PBL and STEM
- Providing (14 teachers and 1 counselor) extended summer employment to plan and prepare PBL/STEM units. As a result, 100% of the staff implemented PBL units during the 18- 19 school year.
- Providing support and facilitation for the application process for the STEM School of Distinction which we received model status. We are currently one of 30 schools with STEM certification in the state of North Carolina.

When asked how grant activities have impacted the academic progress made by students during this period, the districts responded with the following: YVRCA consistently reflects upon its support systems for students and curriculum pathways. This past year, the school continued the use of PBL as an instructional approach to prepare students for STEM skill-set. The PBL coach works closely with classroom teachers to support students who are struggling academically. In addition, the staff works closely with the community college liaison to identify struggling students in their career curriculum pathways. By using academic alerts, we ensure that struggling students receive the tutoring they need. These efforts have led to maintaining overall student performance. During the 2018-2019 school year, YVRCA students achieved 80% passing in their college classes.

All school personnel and resources continue to be focused on improving core instruction for students. As of 2018-2019 school year, YVRCA ranked second in the district for English 2 GLP with a 87.2%, placement in the district for Math 1 GLP has not been determined, and ranked second in the district for Biology GLP with a 66.7% proficiency. In addition, the school ranked first in the district in CTE post-assessments. YVRCA achieved a school performance grade of an "A" during the 2016-17 and 2017-18 school year.

Duplin County Schools

Duplin County Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018	Paid FY 2019
	\$800,000	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000

The original goals and expectations of the activity supported by the EWIF grant were to increase student achievement in multiple subject areas through the implementation of STEM teaching and learning in the elementary grades as well as increasing leadership capacity among school principals through quality leadership coaching from a reputable provider. We are focusing on STEM in the elementary grades to align instructional efforts in kindergarten through fifth grade with STEM programs that already exist in our middle and high schools so that students are more prepared for success as they continue their journey from education to workforce.

To facilitate the accomplishment of these goals, the district employed a District STEM Coordinator to ensure that programs were implemented with fidelity. To meet our goal of implementing quality STEM teaching and learning opportunities, our original plan was to open STEM Missions labs in two elementary schools during the 2015-16 school year, three labs during the 2016-17 school year, and three labs during the 2017-18 school year so that all eight elementary schools would be able to provide STEM instruction. To further enable us to reach this goal, we expected to provide materials, equipment, and training for students in grades kindergarten through two, as well as physical education, in order to begin STEM instruction in the 2015-16 school year.

During the 2018-19 school year, Duplin County Schools changed our instructional focus from STEM to STEAMA (Science, Technology, Engineering, Arts, Mathematics, Agriculture). The district continued to employ a District STEAMA Coordinator to oversee the completion of the EWIF grant, provide professional development for teachers, and provide support for STEAMA curriculum integration and resources in grades kindergarten through thirteen. In addition to providing professional development and support for the 8 elementary school Missions Labs, the District STEAMA Coordinator provided supports for high schools in the implementation of our STEAMA model.

As a result of continued supports in the district, teachers reported the following perceptions about STEM and implementation of STEM teaching based on a survey. (Numbers represent percentage of teachers that strongly agree or agree with each statement. Spring 2015 data represents survey baseline. STEM was changed to STEAMA for the Spring 2019 survey.)

- There is a clear definition of STEM (STEAMA) in Duplin County Schools.
Spring 2015 – 43%, Spring 2016 – 80%, Spring 2017 – 72%, Spring 2018 – 74%, Spring 2019 – 78%
- I can clearly articulate what STEM (STEAMA) education means.
Spring 2015 – 44%, Spring 2016 – 86%, Spring 2017 – 89%, Spring 2018 – 88%, Spring 2019 – 88%
- I can identify STEM (STEAMA) instruction when I see it.
Spring 2015 – 35% Spring 2016 – 86% Spring 2017 – 87% Spring 2018 – 88% Spring 2019 – 86%
- I implement STEM (STEAMA) instruction in my classroom on a regular basis.
Spring 2015– 29%, Spring 2016 – 57%, Spring 2017 – 56%, Spring 2018 – 59%, Spring 2019 – 62%

Our district has made significant progress in STEAMA education since the implementation of the EWIF grant activities. The change from STEM to STEAMA, and the accompanying district-wide activities around STEAMA, has resulted in increased awareness and implementation of integrated STEAMA instruction both

in our elementary classrooms and across all schools in the district. The equipment, materials, and curriculum purchased with EWIF grant funds have provided valuable resources that allow our teachers to provide a more hands-on, integrated learning experience for their students.

Elementary STEM Missions Labs:

During the 2018-19 school year, eight elementary STEM Missions labs continued to operate in service to third through fifth grade students in all of our district's elementary schools. During the 2018-19 school year, 84 teachers and 2,190 students in grades three through five were served in the labs.

The following data was obtained through a survey of teachers that facilitated instruction in the Missions Lab during the 2018-19 school year. Numbers in parenthesis indicate the results of the previous years' surveys.

- 84% of teachers enjoyed their overall experience in the Missions Lab.
(2016 - 100%) (2017 - 97%) (2018 - 87%)
- 95% of teachers reported feeling that the Missions Lab experience was beneficial to their students.
(2016 - 100%) (2017 - 97%) (2018 - 96%)
- 80% of teachers reported feeling that the Missions Lab teaching experience had increased their confidence in teaching science.
(2016 - 100%) (2017 - 79%) (2018 - 87%)
- 76% of teachers reported that the Missions Lab experience increased their awareness of STEM career options.
(2016 - 83%) (2017 - 62%) (2018 - 77%)

Other Events and Impacts:

As a result of the increased emphasis on STEAMA teaching and learning as well as STEAMA supports from EWIF funded initiatives, each of our eight elementary schools held a "Family Science Night," or similar STEAMA event, during the 2018-18-9 school year to engage both students and parents in STEAMA activities.

Due to missed instructional time during the 2018-19 school year, the district did not participate in the NC Science and Engineering Fair this year. Students will be given the opportunity to participate during the 2019-20 school year, including students served by the 3-5 STEM Missions Labs.

The District STEAMA Coordinator facilitated the seventh annual District Student STEAMA Symposium during the 2018-19 school year. Participation increased by 20 students this year.

Durham Public Schools

Durham Public Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018	Paid FY 2019
	\$800,000	\$160,000	\$160,000	\$160,000	\$160,000	160,000

As a result of the EWIF grant, Durham Public Schools have seen the following accomplishments:

- Provide low-income youth – with a particular priority given to boys and young men of color – the STEM skills, work-based learning and personal support needed to succeed in high growth technical occupations.
- ✓ At Neal Middle School, EWIF resources were combined with those generated through state SIG allocations to...
 - Continue the extended 4-week Summer Camp (July 8 through August 1).
 - Expand the partnership with the East Durham Children's Initiative to increase parent outreach recruitment efforts to support the 95 students/families engaged in the program

- Increase the number of participating students in RISE Summer Camp to over 150 (30 rising 6th graders, 65 rising 7th graders, 64 rising 8th graders)
- Provide each participating student with free transportation utilizing neighborhood stops (local DPS match).
- Provide each participating student with free breakfast and lunch daily (local DPS match).
- Incorporate STEM, Character Education, physical activity, Math & ELA classes for students on a daily basis.
- Partner with the following community businesses and agencies to provide field trips, volunteers, &/or speakers to enhance student learning, partnerships included:
 - Bull City Slam Team
 - The Engineering Place at NCSU
 - CISCO
 - GameFlo-Gaming & Data Analysis
 - DPS Nutrition Program
 - Daughtry
 - Thrive, an entrepreneurial community group.

Field Trip Experiences included: NC State Hunt Library/Pullen Park; Adventure Landing; Tree Runner; CISCO; Innovate Your Cool STEAM Field Day; Marbles Museum; Nasher Museum/Duke Gardens; Sankofa Farms; and Wheels Fun Park

- ✓ At Southern, supported by an MOU and the presence of an EWIF-funded DTCC College Liaison – activity focused on 1) implementation of the 12 newly created career pathways that link SSES courses with those that exist at DTCC, 2) initiating work on the creation of newly authorized Continuing Education pathway opportunities at Durham Tech [particularly in the areas of automotive and construction], and 3) supporting student involvement in Career and College Promise (see below for details). Southern students also participated in the Innovate Your Cool STEAM Field Day.
- Create K-16 pathways from a) an elementary school through b) a STEM-focused middle school to c) Southern High School to d) a credential program at Durham Tech and e) a potential connecting path to NCCU.
 - ✓ As articulated above, 1) implementation began of the 12 career pathways formalized during '16-'17 between Southern with DTCC and 2) work began on the creation of newly authorized Continuing Education pathway opportunities.
- Serve as a platform for the construction of Career and College Promise [CCP] curriculum pathways between Southern and Durham Tech to support the completion of college credits during high school.
 - ✓ In terms of student engagement in CCP during the Fall 2018 term, a total of 9 students successfully completed [grade C or better] 15 courses (for 44 total credits), with book purchases for 9 of those students covered by a private sector-supplied grant to our local Workforce Board [OEWD]. DPS provided all transportation to and from DTCC as part of their match funding.
 - ✓ When the Spring 2019 semester was completed, 6 returning students and 4 new students successfully completed [grade C or better] 12 courses (for 36 total credits), with OEWD supporting individual book purchases and DPS providing transportation.

- Afford each student two internships or cooperative workplaces with a focus on experiential learning, initially in high school and subsequently in postsecondary education.
 - ✓ XX DPS graduates participated in DTCC Work Study employment during the two '18-'19 terms. (Data will be submitted as soon as available).
- Align and expand Southern's work-based learning experiences with the Summer YouthWork Internship Program and Durham Tech's ConnectFunds (funds from Durham Sales and Use Tax).
 - ✓ A total of 19 Southern students participated in OEWD's YouthWork paid internships in the public and private sector during the summer of 2019.
 - ✓ A total of 676 DPS graduates [59 from SSES] attended DTCC during the two '18-'19 terms and received ConnectFund scholarships. This represents yet another increase over previous years.
- Establish an employer driven CTE Advisory Group with the capacity to assist with planning, delivering and assessing related Career and Technical Education [CTE] opportunities at the secondary and post-secondary levels.

Work in this area has focused intensely on the ongoing development of the DPS CTE Advisory Committee, which meets regularly and is serving in the above capacities. Led by its employer/business members, the group also includes representatives from city/county government, DTCC, OEWD, and other community groups.

Franklin, Granville, Vance, and Warren County Schools

Granville, Franklin, Vance & Warren County Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018	Paid FY 2019
	\$800,000	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000

The Career and Technical Education programs of Granville County Public Schools, Franklin County Schools, Vance County Schools and Warren County Schools have partnered with Vance-Granville Community College to form a partnership titled the "Advanced Manufacturing Skills training Alliance" (AMSTA), the purpose of which it to develop a regional workforce that can operate, troubleshoot and maintain industrial equipment. This alliance will prepare students and area residents for careers in manufacturing and related industries that students will receive training in engineering fundamentals, 3-D, modeling, metal fabrications, electrical motor controls, fluid power, PLC troubleshooting electrical power systems, mechanical drive systems and industrial controls: that VGCC identified these skills as essential to employers in Granville, Franklin, Vance and Warren Counties.

The Education and Workforce Innovation Fund permitted our alliance to hire a Project Coordinator, pay stipends for student internships in local industries and provide reimbursement to Alliance partners for Professional Development.

When asked what the grant has accomplished, the districts responded with the following: Summer Cruising Professional Development (Summer 2019)

- Provide stipends to 80 teachers and support staff to attend a one day (June 20@ Vance County HS) professional development to share regional best practices, receive labor market updates from local, regional and state public officials. Federal updates are given by top officials from the North Carolina Department of Public Instruction. Participants are asked to create lesson plans on this experience to incorporate within their curriculums. Numerous partnerships were found with educators and the business community in training students to work in their plants.

- Student Paid Internships provided students with work-based learning experiences in local and regional manufacturing companies. Upon completion of their internship several students are now working full time, and some are in an apprenticeship program with these companies.
- Certifications and Credentialing were offered to Advanced manufacturing II students to obtain their Certified Production Technician (CPT) credential. Several students along with their teacher passed all four parts of these assessments in obtaining their CPT credential.

In regard to how grant activities have impacted academic progress made by students, the districts stated the following:

- Students participating in this project improved their grades significantly. Several students were selected to participate in the North Carolina Triangle Apprenticeship Program which requires students to obtain a minimum 2.8 GPA.
- One of the original Manufacturing Partners (KAM Tool & Die, Zebulon, NC) established an apprenticeship program for AMSTA participants. He is also encouraging other manufacturing companies in the region to join him in hiring our students in the program.
- Students that completed courses within the Manufacturing Career Cluster pathway further continue their education in either Engineering or Mechatronics at Vance Granville College. Students entering into those programs must have a minimum 2.5 GPA.

Rutherford County Schools

Rutherford County Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018	Paid FY 2019
	\$800,000	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000

During the project's fifth year, activities were focused in two areas, including (1) enhancing academic rigor within the instructional core; and, (2) continuing development and articulation of five-year high school-to-college course sequences in collaboration with the school district's postsecondary partner, Isothermal Community College.

Rutherford County Schools contracted with RTI International to provide leadership coaching to principals in the target schools and contracted with Bridgewood Educational Services to provide subject-specific content coaching to teachers in the target schools and academic areas during the 018-19 school year. RTI International facilitated and delivered customized leadership development for school principals, which included six service days focused on a team leadership approach to address organizational change management and support implementation of current initiatives in secondary schools. Bridgewood Educational Services provided ongoing support for the continued installation of the Literacy Design Collaborative (LDC) and Mathematics Design collaborative (MDC). Both initiatives intend to enhance instructional rigor within the academic core, consistent with school district's original EWIF project goals.

Throughout the year, students at high schools within the district enrolled in courses articulated in 1ve-year course sequences developed in collaboration with the school district's postsecondary partner in its EWIF project. School district leaders continued their meetings with leaders at Isothermal Community College to support development, articulation, and implementation of those course sequences. Those efforts continue to prove complex given the need to negotiate interconnected student eligibility requirements, institutional prerequisites, and other regulatory considerations. Nevertheless, the work group has completed and published numerous course sequences that organize programs of study in ways that allow greater numbers of students to graduate from high school with entry level workforce credentials that they may upgrade through only one additional year of community college study. The district's high schools used those course sequences to counsel students during academic advising and registration sessions. Copies of those course sequences are available upon request. In addition, bus transportation to Isothermal Community College was provided for students participating in the college's iTECH Academy, an engineering and technology course sequence specifically designed for our high school juniors and seniors.

When asked how the grant activities have impacted the academic progresss made by students, the district responded with the following: While it is inappropriate to make causal claims about the relationship between these grant-funded activities and school performance and student achievement outcomes, results from the most recently released state data (2017-18 school year) continue to reflect substantial improvement.

While 78% of North Carolina's schools earned School Performance Grades of 'C' or better, 100% of schools within Rutherford County Schools were awarded School Performance Grades of 'C' or better. Local schools were awarded School Performance Grades of 'A' or 'B' at almost twice the statewide rate. School Performance Grades also indicate that Rutherford County Schools increased its lead over region-wide performance, the performance of most neighboring school districts, the performance of the most similar school district elsewhere in the state, and performance in school districts operating in economically similar communities throughout the state. Local performance now exceeds statewide performance in reading at grades three through eight; mathematics at grades three through eight; science at grades five and eight; high school biology and math; and ITiath course rigor. Local performance also now exceeds statewide performance in two key high school indicators of college and career readiness, the ACT and ACT WorkKeys assessments. Preliminary 2019-19 data indicate continued improvement in school performance and student achievement outcomes.

Surry County Schools

Surry County Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018	Paid FY 2019
	\$800,000	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000

Meadowview Magnet Middle School opened its doors in 2014 with the goal of being a STEM Magnet School. The school's enrollment now includes 62 magnet students. Students are earning high school credits (in 2016-2017, students earned a total of 160 high school credits; in 2017-2018, students earned a total of 94 credits, in 2018-2019, 105 credits), science proficiency is on the increase (see data points in #4 below), and the school has most recently been named a NC STEM School of Distinction.

The funding has afforded us the opportunity to increase the STEM focus at this school and increase professional development and support through the Science Institute and through PBL training. The Science Institute implemented two new district wide programs and piloted those last year. In the fall of 2018, the institute purchased 3 Celestron SE6 computerized telescopes. These units along with existing iPads and software allowed us to pilot an astronomy program for 3rd grade students and their parents at one of our elementary schools. Even though this was an evening program outside of the regular school day, the parent response was overwhelmingly positive. As fall approaches, the Science Institute is currently scheduling for all of our elementary schools to take part in the astronomy program at their location. We hope to expand this to the middle schools in the future to align with the state curriculum. The Science Institute worked with our district technology department to build an Augmented Reality Sandbox. Students have used this new piece of equipment across the district as they learn about landforms and topography. The AR Sandbox is part of a program that elementary students take part in when they visit the institute.

We also saw during this grant period advancement in growing capacity among our elementary teachers. On 4 occasions elementary teachers were able to come to the Science Institute and offer programs to their students without the need from the Science Institute Coordinator. We are feeling confident that this trend can continue in the future and in knowing that our elementary teachers are moving toward being able to provide high quality STEM opportunities on their own. This also will allow the Science Institute Coordinator to focus attention in other areas for growth.

Not only are we focused on STEM and project-based learning in Meadowview Magnet Middle School, all students at the magnet school have access to accelerated coursework with the potential of earning high school credit. Students have the potential to earn at a minimum 4 high school credits: Math I, English I, world history, and earth science. They can earn fewer than 4 but some will have the opportunity to earn

more. In 2016-2017, students earned 160 high school credits; in 2017-2018, students earned 94 credits; in 2018-2019, students earned a total of 105 credits. This acceleration provides students an opportunity to prepare ahead for high school and an opportunity to take additional college courses in high school.

Additionally, we believe that science scores in our district are a direct effect of this grant funding. 5th grade science proficiency remained steady, 79.3% last year with 79.7% this year. 8th grade science proficiency decreased slightly, 85.7% in 2018 and 84.6 in 2019. Meadowview Magnet Middle School 8th grade science proficiency remained constant, 81.1 % this year as compared to 82% last year. Biology saw a decrease from 61.8% in 2018 to 58.2 in 2019.

Winston-Salem/Forsyth County Schools – Kennedy High School

Winston-Salem-Forsyth County Schools - Kennedy High School	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018	Paid FY 2019
	\$350,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000

In regard to the activities accomplished with the grant funds, the district stated the following:

A. Professional Development

- i. Personalized learning sessions provided each month of the school year for 100% of faculty
- ii. Six staff and faculty members sent to ISTE training June, 2019
- iii. Magnet Coordinator sent to magnet regional training in October/2018
- iv. JFK magnet coordinator and WSFCS district director sent to national magnet training in April 2019.
- v. Create college bound and career-ready culture through staff PD
 - a. Coordinated effort to align all system initiatives (MTSS, Title 1, staff PD) at school with the mission of CTE high school

B. Career Coach

- i. 100% students touched: 354 out of 354 total number of students enrolled
- ii. 100% teacher touched: 34 out of 34 total number of teachers
- iii. # hours with teachers to support or PD: 75

C. Academy Enhancements: Credentials Earned

- i. 278 total credentials across four academies, including 1 certified pharmacy technician, 13 CPR and 13 First Aid, 24 OSHA 10 hour, 19 WorkKeys, and 8 NCCR credentials (which is a certification of progression of four semesters of work), along with a variety of other individual certifications earned. As our student enrollment continues to rise, an increase in the number of certifications earned is noted.

D. Additional Courses

- I. During 2018-19 Registration
 - a. Added Multimedia and Webpage Design
 - i. Prerequisite for Digital Media/Advanced Digital Media
 - ii. Introduces many platforms
- II. Projected for 2019-2020 registration due to increased enrollment
 - a. Added Digital Media
 - i. This is the next class in progression from the 2018-2019 addition of multimedia and webpage design: Eight students enrolled.
 - ii. Added Principles of Business as a prerequisite for entrepreneurship I

1. Supports all 4 academies
 2. Aligns course progression with each of the academy offerings
- III. Moved personal finance to a senior level elective course in order to better prepare students for the transition to their post-secondary plans

E. Business Advisory Council

- I. Business advisory council has been restructured to include three new members from the community to lead the council. Active recruitment of members for each of the four JFK academies has occurred in 2018-2019, and a meeting is to convene amongst all of the members in the Fall, 2019.
- II. Maintained support of the Winston Salem Construction Council and received continued support from fully invested business partner in McGee Brothers Masonry for Construction Academy.
 - a. Due to support from WS Construction Council, three 12th grade students received scholarships in May 2019.
- III. Career Exposures & Experiences for MS Students/HS Students:
 - a. 115 MS students participated in a workshop about careers in the financial industry.
 - b. 100% of all MS students participated in interview and professional conduct workshop in November 2018
 - c. All high school students participated in the college and Career Fair held by Kennedy and Career Center.
 - d. Over 35 students represented JFK and participated in the county-wide magnet fair in November 2018

IV. Digital Portfolios

- I. All students in grades 9-12 have been given online learning styles inventory and have been uploaded to centralized portfolio. All students have completed resumes as a part of entry level CTE coursework and these have been added to Google Drive portfolios so that students are able to amend as certifications and job experiences are gained.
- II. PowerSchool Learning "class" setup and administered by CDC, Career Coach, and School Counselor. Seniors met with the School Counselor, CDC, and Career Coach at the beginning of the school year to review graduation requirements, credentialing requirements, and setup portfolio. Materials to support student engagement in career planning and college preparation was added by each school contact as needed. Students were able to meet individually with any one of the contacts during the course of the year and access the materials easily.

V. Marketing campaign implemented during the 2018-2019 school year that has increased JFK's online and community-wide visibility.

1. Social media accounts created and marketing campaigns have increased school's visibility
2. Magnet Coordinator on local morning news station advertising the CTE program at JFK
3. Increased number of magnet school tours due to increased marketing by over 242 tours (from October 2018 to May 2019)

VI. Staff provided with year-long personalized learning professional development

1. JFK staff provided with district personalized learning coach and monthly professional development opportunities throughout 2018-2019 school year.
 - a. All coaching and development tracked via implementation within the classroom via school leadership classroom visits and
 - b. Student-led conferences
2. Dates/events/# of attendees:
 - a. Academy Fair (November 17th/ 35 students and 20 faculty, 200+ community members)
 - b. Academy Meetings (Dec 11 and April 12/ 100% participation)
 - c. Apprentice/Signing Ceremony (May 29, 2019/ 10 students and 15 business partners)

- d. Career Cafe (Fall 2018 - 354 students/100% participation/ Winter 2019 - canceled due to inclement weather)
- e. field trips - academy based
 - i. Creative enterprises - Carowinds 2019 Marketing Day (4/26/2019/ 50 students)
 - ii. Health Sciences - Wingate (2/21/2019/ 20 students) and CampMed (summer 2019 camp June 24-28,2019 / 16 students. Due to the size and success of our CampMed program, the district has requested that we make this a two week camp in 2020 and will look to increase the number of student allotments for the camp.

3. The format and function of the student led conference as originally designed is still being implemented in the middle school grades (6-7-8). There is not a numerical measure of effectiveness that we have been able to identify up to this point. Planning is in place to explicitly tie student academic performance, goals, and outcomes to the need for conferences with both students and parents. Participation is about 20% of middle school families.

4. Began leadership training to implement advisor-advisee relationship training with staff and students. Goal is to teach students in 2017-2018 how to present the information in the student-led conference session. The format for the middle school will be used as a guideline, and appropriate career connections and rigor expectations added to align with school goals.

VII. Digital Learning

1. Continued implementation: Moving beyond just identifying digital tools to planning for Team for Tomorrow blended learning PD in 2017-2018 fully integrated into lesson planning. Continuation of monthly PD next year to model personalized learning for teachers through monthly PD 1:1 with Tech Coach for topic of teacher's choice (for example, chunking lessons using digital tools). All teachers and staff used PowerSchool Learning as a resource during the school year. Administration used PowerSchool Learning to disseminate information to faculty and staff. RTI used for digital teaching and learning tools session on early release day. WSFCS Tech Coaches used 1x/month for specific LEA digital tools and teacher requested assistance on digital tools.

Wilson County Schools

Wilson County Schools	Total Award	Paid FY 2016	Paid FY 2017	Paid FY 2018	Paid FY 2019
	\$350,000	\$87,500	\$87,500	\$87,500	\$87,500

The original goals and expectations for the activity supported by this grant was to help an early college high school named Wilson Academy of Applied Technology help students graduate prepared to enter the local workforce in Wilson, North Carolina. WAAT is in a partnership with Wilson Community College. Students will have the opportunity to graduate with a high school diploma and an A.A.S. degree in Applied Engineering Technology. Students will also have the opportunity to earn industry-recognized, third-party certifications such as the Career-Readiness Certificate. The funds outlined in the original grant document would support contracted services, equipment/technology, supplies, training, and certification fees.

The grant funds were expended in two main areas – Contracted Services and Equipment/Technology. These two areas all aided the growth and development of our staff and students throughout our third year of operation. Many of the staff have never worked in an early college high school, so their professional growth is paramount to the sustainability of our school. The teachers received professional development from RTI throughout the year. They learned protocols like lesson tuning and data analysis that supported our conversations about creating student-centered classrooms. They also continued their studies of project-based learning, which allows our students to solve real-world questions using the Standard

Courses of Study. Lastly, we were able to buy technology to have a one-to-one ratio. This is vital in our instructional environment. We are able to offer resources and support through the ability to issue every student his or her own laptop. For example, students use these devices to complete their assignments from their high school and college courses. It allows us to use innovative strategies like flipped classroom. We were also able to purchase Pitsco Expedition Kits. These are designed to help students complete hands-on projects about our different career pathways.

The funding has continued to allow us to contract our professional development services and purchase equipment/technology. Because of these purchases, it is helping our school accomplish its instructional and academic goals. While we are awaiting final results on our school proficiency grade, we do know the following:

- We exceeded our Biology 1 scores for a second year in a row at 86% proficient (2nd highest in district).
- English 2 – 79% were proficient (2nd highest in the district).
- 100% of our students passed the Principles of Business & Finance Exam
- 5 students earned the national certification – Certified Production Technician Certificate – from MSSC
- 91% of our students passed the state Career Management Exam.
- 98% of our students passed their NC Final Exams

(2) Recommendations for statutory requirements

There are currently no recommended statutory or policy changes for the grant.

(3) Recommendations for improvement of each program

There are currently no recommended improvements for the programs.

(4) CTE Grade Expansion Program

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

Fourteen LEAs received the initial award for the 2017-2018 academic year. Though, with additional funding for FY19, thirteen additional LEAs were funded for a total of 27 grantees. Greene County did not apply for FY19 funds due to having FY18 grant funds still available. Greene County is continuing to implement the grant during FY19 and reapplied and received the grant for FY20.

Plans are currently being implemented to hire additional staff and expand offerings to sixth and seventh grade students. Data collection is underway to determine program effectiveness for the LEAs participating in this 7-year grant.

Grant awards included the following local school administrative units:

School Board Region	School Board District	School District	Award Amount
Northeast	1	Currituck	\$50,000.00
Northeast	1	Dare	\$32,655.34
Northeast	1	Halifax	\$35,000.00
Northeast	1	Perquimans	\$50,000.00
Northeast	1	Pitt	\$50,000.00
Southeast	2	Brunswick	\$50,000.00
Southeast	2	Carteret	\$49,500.00
North Central	3	Franklin	\$50,000.00
North Central	3	Johnston	\$50,000.00
North Central	3	Warren	\$50,000.00
Sandhills	4	Cumberland	\$49,500.00
Sandhills	4	Moore	\$50,000.00
Sandhills	4	Scotland	\$50,000.00
Piedmont-Triad	5	Elkin City	\$47,500.00
Piedmont-Triad	5	Mt. Airy City	\$49,971.45
Southwest	6	Cabarrus	\$50,000.00
Southwest	6	Rowan-Salisbury	\$50,000.00
Northwest	7	Alexander	\$50,000.00
Northwest	7	Alleghany	\$50,000.00
Northwest	7	Avery	\$50,000.00
Northwest	7	Hickory City	\$50,000.00
Northwest	7	McDowell	\$50,000.00
West	8	Cherokee	\$50,000.00
West	8	Clay	\$50,000.00
West	8	Henderson	\$50,000.00
West	8	Rutherford	\$50,000.00
West	8	Transylvania	\$50,000.00

Alexander County Schools
Award amount: \$50,000

Students in 6th and 7th grades have the opportunity to take two business modules at each middle school: Keyboarding and Introduction to Office Productivity. They also participate in career exploration modules in Career Ready Labs. They have the opportunity to rotate through 2-3 modules per year to explore potential careers and learn the related classes that are offered at the high school level. Sixth and seventh-grade students also have the opportunity to participate in the career awareness opportunities presented by our middle school Career Development Coordinator.

With the addition of the middle school Career Development Coordinator, the district was able to provide several new opportunities for their 8th grade students. They participated in STEM tours of local businesses, a tour of the local community college, and a Career Fair. Since all of these activities were new this year, the district is already making plans on how these same activities can be improved for next school year. They stated that they need to add more businesses to the Career Fair, encourage the businesses that they visit with students to expand more on how they are STEM related and the career possibilities that they offer, and organize the community college tour nearer to the date of the STEM tours. They are implementing a planning calendar for both middle schools and the high school to coordinate "like" events for organization and communication purposes. The district plans to add Career Cafes during 8th grade lunches at both middle schools. They have also discovered the need to have a meeting at the beginning of the school year with the middle school administration, the middle school counselors, and the CTE staff to establish common goals and a timetable of events for the year.

Alleghany County Schools
Award amount: \$50,000

With the grant, the district hired a teacher to accent and extend their program by focusing on Career and College Awareness throughout their three K-8 schools. This CDC/teacher is based at Sparta Elementary, so that they are able to better serve the larger student population there, but this person also travels to Glade Creek and Piney Creek. By being able to serve their 6th - 8th grade students more effectively and consistently, they are able to ensure a constant population of students that are knowledgeable about career and college options and how their high school CTE programming can assist them. In addition to teaching classes on career awareness and tech ed, this teacher has planned and carried out trips to many local industries, CTE Showcase Day at the local high school and is planning a Career Fair for next year. She has also brought TSA to the district, with students from all of the district's K-8 schools being involved with competitions at the regional and state level. All of these activities have benefitted the students and would not have occurred without this grant.

Avery County Schools
Award amount: \$50,000

Grant funds were used to hire a dual middle school Project Lead the Way Teacher (PLTW)/Career Development Coordinator position. This position has provided 6th and 7th grade students with enhanced opportunities to learn about careers and career clusters as well as have PLTW engineering courses throughout the year at both middle schools. In prior years, the district was only able to offer PLTW for a singular semester through an itinerant staff member. This year, the district has incorporated Major Clarity to enhance career guidance and complete personality and interest surveys. The grant position also assisted in creating a four-year development plan for all students, based on their chosen cluster. Multiple sessions were provided using Nearpod that included, but were not limited to, strengths, weaknesses, evaluations, careers and trades, and business literacy. Students were introduced to financial literacy through the "Bankers in Schools" program sponsored by the North Carolina Young Bankers Association. Students had opportunities to earn certifications through the Everfi Educational website. The Career Development Coordinator also partnered with CFNC to create student accounts and explore colleges and universities within North Carolina and promoted Career and Technical Education (CTE) through cooperation with the district's high school CTE teachers to provide web conferencing for question and answer sessions.

Through the PLTW classes, students were introduced to robotics and programming. Student involvement was strengthened by participation of CTSOs (Career and Technical Education Student Organizations) (TSA and a newly chartered SkillsUSA), which was facilitated by the teacher in the grant position.

The new position has been very successful. As a direct impact of the position, the district has been able to start a middle school SkillsUSA chapter, re-vamp the high school registration process to proactively start the conversation about four-year plans as part of the initial student advisement process, and generate a culture of exploration and problem solving with PLTW courses at both middle schools.

This coming year, the district has seen the need to better align their middle school CTE offerings with their high school pathways and ensure the middle school course experience is incorporated within the career (and future high school course) advisement process. The district is also establishing a set schedule for the part time CDC portion of the day to be present at both middle schools, as well as have an established high school presence to ensure clear communication.

Brunswick County Schools

Award amount: \$50,000

Two Middle School Career Development Coordinators were added as a part of the expansion grant for CTE. Each Middle School CDC covers three middle schools in Brunswick County. The focus has been on development of a four-year plan with all eighth graders in Brunswick County. Through this plan, students were educated on the 16 Career Clusters and the connection of their results to the courses offered at the local high school he/she will attend. Students also completed an interest inventory as part of the four-year plan.

Students were given information to prepare them for the transition from middle school to high school. Topics discussed included credits and courses to graduate, types of classes offered at the high school, different tests that will be taken, grade point average and transcripts. This information was also covered during freshmen parent nights, held at each feeder high school.

In seventh grade, at Leland Middle School, a lesson was taught before the Career Fair. Students identified their top three career clusters to help them make informed choices on which occupations to visit during the Career Fair. This was also an introduction on CTE course offerings available in high school. Introductions will continue in sixth and seventh grade for the remainder of the school year. Next year, the district will be active in all middle school grade levels and fifth grade.

Next year, the interest inventory and career cluster survey will be completed earlier in the school year. This will ensure the four-year plan is completed before eighth graders register for high school courses, allowing students to have a seamless registration for high school courses. Beginning in the 2019-2020 school year, career exploration will be in all grade levels at the middle school through the use of the CFNC curriculum and NC Careers.org. Using the career cluster results, each middle school will have Career Cafe during lunch where students are invited to attend. This will expose students to a variety of career options with small group presentations from community professionals, tailored to their interests. We will work with the community to schedule meaningful workforce visits for students. Showing them the connection between high school and community college CTE courses they will be better for the workforce. The visit includes a trip to the workplace and local community college. In the fifth grade, students will have greater exposure to career options through a career fair and/or guest speakers. Elementary students will have activities during the year related to the 16 career clusters.

Cabarrus County Schools

Award amount: \$50,000

This district hired a middle school Career Development Coordinator in February 2019. The teacher is certified in Science and Agriculture Education. Her current teaching assignment is Science at a High-

Needs School in Concord, therefore the district will not release her until another teacher is found to fill here position. As of this writing, her position has still not been filled. Her start date will be August 1, 2019.

When asked about adjustments or modifications needed to achieve desired outcomes for the grant, the district responded with the following: Our department has been hindered by the district's decision to hold our new hire in place at a high needs school. Our goal is to have the middle school Career Development Coordinator manage the sixth and seventh grade career awareness initiative through our partnership with Virtual Job Shadow. Our plan for this position is to also present middle school students with the programs of study and credentials offered at their feeder high school.

Carteret County Schools
Award amount: \$49,500

Carteret County Public Schools was awarded the CTE Expansion Grant in March of 2018. With this grant, the funding was used to hire a Middle School Career Development Coordinator to serve the five Middle Schools. Approximately 2100 students have been reached with this added position. The district has been able to bring a variety of programs and opportunities otherwise not available to this population. They have hosted Middle School Manufacturing Day with a tour and emphasis on their Pre-Apprenticeship Program with Veneer Tech. Hosting a variety of guest speakers through Career Cafes including Great Clips Cosmetology, Geodynamics Oceanography, Sanborn Orthodontics Dental Assistant, Jarrett Bay Boatworks Construction Trades, Chick-Fil-A, Purcell Group (McDonalds), and Hospitality 81 for Food Services and Entrepreneurship, NCWorks on Labor Laws, and NC SECU on personal finance.

They participated in Students@Work STEM Week with tours of FRC-East, hosting the FABLAB in the schools and having Engineers as guest speakers. Middle School students participated in NCACTE Legislative Day, attended Regional and State FBLA Conference with the CDC as a chaperone and judge, as well as State TSA Conference as a chaperone and judge. She wrote the grant and was awarded the sponsorship for the NC Gravity Games and chaperoned the team, helped with the CTExpo, and hosted assemblies at each middle and elementary school. She taught a group of 20 "at-risk" students from one of the Middle Schools on Career Exploration weekly and planned Community College and High School Tours as well as High School registration talks on CCP and Career Cluster information with all 8th graders. Lastly, she held Personal Finance Lessons with all 7th graders, participated in SPLASH day at the Elementary school on Career Day, and held rising 6th Grade Registration Assemblies.

When asked about adjustments or modifications needed to achieve desired outcomes for the grant, the district responded with the following: Long term data will need to be evaluated after students enroll in high school and courses/credentials beyond the middle school. Planning for the upcoming school year and even budgeting for this role/position for supplies need to be taken into account

Cherokee County Schools
Award amount: \$50,000

The expansion grant funds were utilized to hire a Career Development Coordinator to serve all of the middle school students in the district. The hire was made in November 2018 with the position starting in January 2019 with the opening of the spring semester. The initiatives of the CDC included a career exploration needs assessment survey, which gained interest information from the students for future middle and high school CTE courses. This information along with subsequent conversations and input from principals, teachers, CTE director, and community stakeholders will be used to guide decisions in middle school course offerings for fall 2019 and beyond. Both formal and informal surveys will be used on a yearly basis to inform these decisions.

In addition, prior to 8th grade registration, the CDC works closely with school counselors to provide career assessment and guidance, particularly for students that lack a solid direction and plan. This will provide a direct impact on CTE course enrollment in future semesters. Other CDC services include planning career fair presenters for each middle school as well as building and maintaining a Google Classroom career exploration page, which has already impacted around 1,000 students.

With Spring 2019 being the first semester of implementation, the district is looking at the data they have from the previous semester, as well as the current level of experiences and exposure to career development opportunities for middle school students. In addition to that, they are looking at the current level of access to middle school CTE courses for students across the system. It is recommended that each principal, in coordination with the CTE Director, develop a comprehensive plan as the system budget allows for their middle school to

- (1) enhance current course offerings and / or
- (2) develop new courses and programs that are a good fit for the school community.

This plan ideally would allow for increased vertical integration in programming and collaboration between middle and high schools. The district hopes that with new curriculum options in middle school, more students will be participating in middle school CTE courses with experiences and success where they will have an interest and desire to matriculate into the high school programs. Increasing the communication and collaboration between middle and high school CTE teachers will help this cause in future years which should lead to increased enrollment numbers and healthier high school programs.

Clay County Schools

Award amount: \$50,000

The CTE program area that has been expanded is the Business, Finance and Information Technology (BFIT) program area in the local middle school. Currently, the district has one business teacher which restricts the CTE courses available for our students. As a result of the expansion grant, the district was able to hire an additional business teacher to teach the Code.org curriculum to middle school students in 7th and 8th grade. This teacher started in December, 2018, which limited the number of students who were able to participate since the middle school courses are year-long.

To improve awareness, as well as promote our CTE programs at the high school level, the district believes that adding another middle school course, Computer Science Discoveries (CSD), will only enhance and have a huge impact on their BFIT classes at the high school level.

After hiring a teacher, the district was able to fill six classes with students in January, 2019, which they stated they feel is a good number (students had the option to change classes during the middle of the school year). If students could choose at the beginning of the school year or earlier, then the number of students would probably double.

Cumberland County Schools

Award amount: \$49,500

The Cumberland County Schools CTE Program hired a middle grades CDC to provide career awareness experiences for middle grades students throughout the district. The CDC began the position in January 2019 and has been able to complete the following-facilitating middle school career days; organizing college and industry tours for middle school students; organizing and facilitating Students@Work where student experiences doubled to include guest speakers and field trips for each middle school; district implementation of Navigator; introducing new industry partnerships; facilitating CTE Month activities for middle school students; facilitating the addition of middle school students to the annual Career and Trades Day.

Expansion included adding Computer Science Discoveries to additional middle schools for 2019-2020; expanding CSD courses to include a level three; expansion of IT pathway courses at the high school to include CyberSecurity Essentials, Computer Science Principles, and AP Computer Science Principles

Students and the district saw immediate impact with this expansion. Middle grades career awareness activities increased significantly within a semester with plans to continue expansion into the upcoming school year.

Currituck County Schools**Award amount: \$50,000**

Expansion grant funds were used 100% for the salary of a full time Career Expansion Coordinator for both of the middle schools in Currituck County Career and Technical Education, which offers Business, Agriculture, and Career Decisions.

- Expansion activities begin with 6th and 7th graders offering interest inventory assessments through Virtual Job Shadow.
- Student data compiled, and used for students to investigate career interests, and parent and counselor communication via Virtual Job Shadow software.
- Coordinator works with middle CTE teachers, administration to directly align career focused mini sessions and hands-on activities to enhance middle school curricula.
- Coordinator schedules monthly Career Pathway themes and related activities that include:
 - Field trips - Community College, local business and industry professional panels, Hands-on COA career exploration in Health Science and Manufacturing.
 - Coordinator administers surveys upon completion of each activity to assess the effectiveness and to use data for future planning.
 - Career Cafe - Scheduled weekly lunch-time session, facilitated by a different business/industry professionals. These Cafes are planned to directly align with current middle school curriculum and activities.
 - Coordinator schedules push-in sessions to each middle classroom focusing on specific career related activities. (example- sphero technology, Google Expedition, Home Depot carpentry kits, Oculus, soft skill training, Virtual Job Shadow results).
 - Students begin developing a electronic career interest/career portfolio in Virtual Job Shadow.
 - Coordinator created Social Media accounts to communicate and promote consistently Career and Technical Education and associated careers with parents, community, and stakeholders.
- Coordinator works directly with school administrations to promote and create an increased awareness and knowledge base regarding CTE, and career pathways.
- Coordinator attends community-based clubs, CDC Regional meetings and organizations to promote and educate local business/industry and community-based groups on CTE careers and pathways available to the students.

Dare County Schools**Award amount: \$32,655.34**

The Expansion Grant was used to fund the addition of a Middle School Career Development Coordinator position for students in grades six and seven in Dare County Schools. Roughly 175 students were enrolled in Career and Technical Education course as part of the grant. According to the district, the position was filled in January. At the time of the survey, due on August 1, 2019, all principals, CTE Teachers, and stakeholders were pleased with the new services being offered to students and the support being provided to CTE classrooms.

Elkin City Schools**Award amount: \$47,500**

Elkin City Schools Career and Technical Education program has utilized the grant fund to establish a new position of a middle grades career development coordinator. This position was recruited and filled in January 2019. Since the establishment of this position, career development activities focused on 7th and 8th grade students with a developed plan to include grades 5 (activities) and 6 (structured career exploration course) in 2019-20. A career fair was held in May 2019 that exposed all middle grades students to careers in every career cluster with 86 vendors representing local businesses, industry, civic organizations, and higher education institutions. The CTE Director, High School Career Development

Coordinator, and Middle Grades Career Development Coordinator work together to create a systematic, intentional plan of career exploration and course planning for each student beginning in grade 6 that is reviewed annually and updated as appropriate to ensure that students successfully transition from high school to post graduation plans.

As this position was just established in January 2019, the primary goal for the remainder of the current school year was to introduce all grades 7 & 8 students to the 16 career clusters and local career options within these clusters. This was accomplished through the 2019 Career Fair. A further plan was established for the 2019-20 school year that includes providing guest speakers and learning activities for all 5th grade students that will be embedded into appropriate classroom instruction, a 9 week 45 minute daily career development exploration study with all 6th grade students that introduces the Xello platform and establishes accounts for every student with completed interest inventories, learning styles inventories and personality types. Students in 7th grade will review this information and update as appropriate. Every 8th grade student will participate in a semester long 45 minute class to further explore and establish career priorities, soft skills preparation, and a secondary/post-secondary plan with multiple options to reach the established career goal.

Franklin County Schools

Award amount: \$50,000

The CTE grade expansion grant allowed FCS to hire an Agriculture teacher to teach Exploring Agricultural Science and Exploring Biotechnology in Agriculture to sixth and seventh graders at Cedar Creek Middle School. Roughly 95 students were enrolled in Career and Technical Education course as part of the grant.

When asked about adjustments or modifications needed to achieve desired outcomes for the grant, the district responded with the following: We will continue to encourage middle school students to take this course. The Farm Bureau and the NC Cooperative Extension Service has partnered with this program in providing resources to both the classroom and the lab. They also promote this program to their stakeholders in the community.

Halifax County Schools

Award amount: \$35,000

As a result of no hire for the part time middle school CDC applicant, no funds from the grant should have been used at the time of August 1, 2019. However, the district plans to hire a middle school Career Development Coordinator for the 2019-20 school year and subsequently submit a report the following year.

Henderson County Schools

Award amount: \$50,000

The expansion grand was used to staff a full-time Career Development Coordinator position working with all four middle schools sixth and seventh grade students. The grant's narrative was to provide field trips, group job shadowing opportunities, guest speakers, family evening events, career exploration activities, and tours of the local community college for these students.

Hickory City Schools

Award amount: \$50,000

Grant funds were used to pay the salary of the middle school Career Development Coordinator (CDC). Roughly 770 students were enrolled in Career and Technical Education course as part of the grant.

For the 2019-2020 school year, the middle school CDC will create a timeline and plan to reach more students, using the career exploration and planning software, MajorClarity. Also, the middle school CDC

will continue to collaborate with other support staff to ensure proper modifications and accommodations are being provided to all identified special populations students. The middle school CDC will also help plan and facilitate the middle school EXTREME STEM Tours and work with the SECU to provide Realities of Money program for MS CTE students. Finally, the middle school CDC will work with students both individually and in classrooms settings to provide career guidance.

Johnston County Schools

Award amount: \$50,000

Two half-time Career Development Coordinators were hired to support the 14 Johnston County Public Schools middle schools and provide career exploration for middle school students. Career exploration data is being collected to assist in determining Career and Technical Education programs needs and high school course expansion. Sixth through eighth grades have been the focus in the 2019-20 calendar year. The eighth-grade focus has been developing a four-year high school plan.

There are 6,730 students enrolled in CTE courses in grades six - eight (unduplicated count). There are 7,718 students enrolled in CTE courses in grades nine - twelve (unduplicated count). The district's efforts are concentrated on career exploration and development and therefore do not expect to see a significant growth of CTE enrollment but a more focused course selection. However, with eighth graders starting to develop a four-year plan, there should be increased CTE enrollment due to knowledge of identified CTE Career Clusters.

Based on the data collected August of 2018 through May of 2019, 9,150 middle school students in grades 6-8 have been served through the grant and all 14 middle schools have been visited at least 4 times.

The district has the following goals for the program:

- Continue to work with 6th and 7th grade students using a career development platform;
- Increase the use of "Course Planner" for 8th graders as they identify Career Clusters of interest and develop a 4-year plan of study for high school;
- Establish a county-wide calendar for implementation of career development activities, minimum of three visits per school per year addressing all 14 middle schools; and
- Generate an increased focus on student awareness of work-based learning opportunities.

McDowell County Schools

Award amount: \$50,000

The grant has been used to fund monthly Career Cafes, job shadowing at local business/industries, and field trips to local business/industries. All students in grades 6-7 are included. The district's Healthcare, FACS, Public Safety Careers, Digital Coding, and Business/Entrepreneurship classes include a 6th and 7th grade sections. Roughly 978 students were enrolled in Career and Technical Education course as part of the grant.

The district stated that they will continue to host monthly Career Cafes, job shadowing at local business/industries, and field trips to local business/industries, as well as add field trips to McDowell High School CTE department and McDowell Technical Community College.

Moore County Schools

Award amount: \$50,000

MCS uses the funds to employ a full-time middle school CDC/SPC to serve middle schools through monthly programs, career exploration lessons, and activities. Monthly themed activities are aligned to one of our 13 pathways and incorporate speakers, career panels, field trips, demonstrations, and virtual field trips. In addition, this person coordinates the Fun Fest event with the Sandhills Community College (SCC) where students compete in multiple challenges (bridge competitions, car races, egg drop, Idea challenge)

that celebrates all things CTE and aligns with curriculum opportunities at SCC where students can explore departments, talk with instructors, and meet students enrolled in programs of interest. In addition, we sponsor a Career Fair where middle school students are issued a list of tasks that they must complete before, during, and after the event. All of our 7th and 8th grade students participate in this event where over 100 employers attended in February, 2019.

Roughly 2,415 students were enrolled in Career and Technical Education course as part of the grant.

The 2018-19 school year was spent developing the program and coordinating programs and services with principals and middle schools. This year our focus is to continue community awareness and involvement, expand student opportunities, intentionally align new middle school programs with high school and post-secondary opportunities.

Mt. Airy City Schools

Award amount: \$50,000

Mount Airy City Schools has implemented a Career Development Coordinator (CDC) at the middle school level to strengthen the CTE programming across the district. This role has allowed students, teachers and families to get a better understanding of the educational opportunities of CTE at this level. The CDC has worked to bridge connections between CTE courses, core academic skills and career exploration. This is completed through activities like Career Cafe' at the middle school level, where business and industry professionals have career focused conversations with students during their lunch periods. In addition, middle school students are engaged in career exploration activities through the Xello program, which will assist them with creating a digital portfolio designed to assist them with making informed decisions for course selection. Career focused activities like an Innovation Day were implemented to provide students with an opportunity to meet a variety of employers. A Career Development Student Advisory Team was formed to provide additional leadership opportunities and highlight an increased career exploration culture.

The Health Sciences program curriculum for 6th and 7th grades has been expanded and updated to include Exploring Healthcare: Body Systems and Therapeutic Healthcare, Exploring Healthcare: Body Systems and Diagnostic Services. A grant was received (Bright Ideas) and drone kits have been purchased to expand Technologies curriculum to include Drone Technology Exploration. A dedicated space (Career Cafe') was added to allow for guest speakers to present to students during lunch. The room also has a variety of products from regional industries to help expose students to the many, local career opportunities. More than 1,000 (duplicated count) interactions have been noted since the creation of this space (2018).

Perquimans County Schools

Award amount: \$50,000

The CDC serves grades 6-12 and targeted our middle school program. Lunch & Learn program for 6th grade is an exploratory of the career pathways. The 8th grade students have engaged in the Auto Show in Raleigh, a pilot program at the College of the Albemarle for Advanced Manufacturing and a career fair of local employers. Career survey of all 8th grade students results indicate 29% want to combine Associate of Arts and CCP CTE classes and 22% want CCP CTE courses while in high school.

The high school CTE enrollment grew by 200 students for the 2018-2019 school year. This growth is attributed to the CDC, CTE Director and improved advising from site-based staff. The CDC worked with the first student intern last year. There are 4 interns for the current school year. Additionally, 47 courses have been completed through the CCP/CTE program, previous year was 20 courses.

The collaboration between the Chamber of Commerce and the LEA continues to strengthen with the Discovering Possibilities year 4. The CDC worked with 9th grade students on soft skills before job shadowing business owners in Perquimans.

The computer science pathway has been introduced this year at the middle school and continued growth is planned as the pathway is aligned vertically to the high school.

The CDC has completed CFNC enrollment and Traitify with the 8th grade students. Paws Land is scheduled for May for all 5th grade students. This is the entry point into careers and CFNC.

Pitt County Schools

Award amount: \$50,000

The Career and Technical Education X-Factor Program promotes career development to middle school students. The purpose of the program is to provide opportunities for middle school students to be exposed to, explore and experience career development opportunities that prepare them for the world of work. Through class sessions, employer tours, special speakers, diverse student group meetings, career fairs and other school wide career events, students were provided information and tools that have helped answer questions like who am I, what can I become and how do I get there. The 6th and 7th grade students have also been receiving soft skills training and social media etiquette, in addition to the personality assessments and career cluster information to better prepare them for the career pathways in high school.

The following figures were provided by the district as the amount of students enrolled in Career and Technical Education course as part of the grant

- Number of 6th Graders-1150
- Number of 7th Graders-1106

When asked about adjustments or modifications needed to achieve desired outcomes for the grant, the district responded with the following: Having the CDC for the entire school year will make a significant difference in the goals we would like to accomplish including a 7th grade job shadow pilot and a 6th grade guest speaker series. Having the CDC for the entire school year will make a significant difference in the goals we would like to accomplish such as industry guest speaker series for 6th graders, job shadow activities for 7th graders, and "Steer Your Career" events for 8th graders.

Rowan-Salisbury School System

Award amount: \$50,000

The district's new middle school CDC started in February of 2019. Her first project has been connecting with middle school CTE and core teachers to design career development modules/activities that will directly relate to core math and science standards being taught in the 6th grade. Rowan-Salisbury will be implementing a "Skills on Wheels" mobile career exploration classroom that will travel to all middle schools and provide experiences for all 6th graders during the 19-20 school year. These modules will utilize zSpace augmented reality simulations such as health science, welding, auto mechanics, engineering, etc.

When asked about adjustments or modifications needed to achieve desired outcomes for the grant, the district responded with the following: Having the CDC for the entire school year will make a significant difference in the goals we would like to accomplish including a 7th grade job shadow pilot and a 6th grade guest speaker series. Having the CDC for the entire school year will make a significant difference in the goals we would like to accomplish such as industry guest speaker series for 6th graders, job shadow activities for 7th graders, and "Steer Your Career" events for 8th graders.

Rutherford County Schools

Award amount: \$50,000

Grant funds are being used to employ a Career and Technical Education teacher to teach *Learn to Code* courses in sixth and seventh grade at the district's three middle schools. Roughly 450 students were enrolled in Career and Technical Education course as part of the grant.

When asked about adjustments or modifications needed to achieve desired outcomes for the grant, the district responded with the following: Continue offering the Learn to Code curriculum to sixth and seventh grade students which enhances student coding skills which will be beneficial for students who enroll in App Development with Swift courses in our high schools.

Scotland County Schools

Award amount: \$50,000

After receiving the grant fund in December, Scotland County Schools postponed hiring for the position until the 2019/2020 school year. They stated that they believe the position would be better filled at the beginning of the school year. As of August 2019, they were planning to hire a Career Development Coordinator to support students in middle school. This would serve the greatest number of students in an area of greatest need.

As of May 10, 2019, Scotland County Schools has 1451 students enrolled in grades 5, 6, and 7. In 2019/2020, the addition of a Career Development Coordinator would serve all of these students.

Scotland County Schools adjusted the initial plan to add a Career Development Coordinator at the middle school level. After a review of their current staffing, it was determined that this would have the greatest benefit to the greatest number of students. Their next step will be hiring a Career Development Coordinator for the middle grades. They believe a strong exposure to the careers available in our area will provide students with a pathway to future career success. This position will collaborate with their local business and industry. The potential to expand our internship program will be a great opportunity for their students and community.

Transylvania County Schools

Award amount: \$50,000

Transylvania County Schools used the CDC position provided by the grant to expand career exploration and counseling in grades 5-8 in three elementary schools and two middle schools. The technology program in their county was expanded down to the 6th and 7th grades at both middle schools during the 18-19 school year. Specific examples include:

- Training for the Major Clarity Program (Career planning tool that ties to their high school 4 year plan and CTE concentration),
- Ever-Fi
- Classroom instruction
- Career expos
- Internship connections
- Industry visits
- Community college visits for the middle school and high schools

When asked about adjustments or modifications needed to achieve desired outcomes for the grant, the district responded with the following: The CDC has been very busy in classrooms each day and has done a phenomenal job. We are very grateful for this grant. After analyzing the data collected we will be focusing more on doing in class instruction in career exploration and goal setting. We will focus on programs such as Major Clarity for career planning, Ever-Fi, industry visits, career shadowing for grades 5-9 and job shadowing and internships for grades 10-12. We will also implement collaborative teaching between middle and high schools to expose middle school students to high school programs.

We will look at the current data this summer and begin to list and fill in the calendar with opportunities that we would like to provide for next school year, 19-20. Elementary and Middle school principals will be contacted regarding career exploration activities for next year and placing them on the calendar well in advance. We will begin to work closely with guidance counselors at the high school level to match students with internships of their interest and to set dates for college and career fairs, career exploration activities will be scheduled. Business and industry partners will be contacted for participation in fairs, to host internships, to provide industry tours and to be guest speakers in classrooms. We are very appreciative that we received this Expansion Grant are excited to be able increase our effectiveness and the number of students that we serve by adjusting the services that we have provided this spring.

After analyzing the data collected we will be focusing more on doing in class instruction in career exploration and goal setting. We will focus on programs such as Major Clarity for career planning, Ever-Fi, industry visits, career shadowing for grades 5-9 and job shadowing and internships for grades 10-12. We will also implement collaborative teaching between middle and high schools to expose middle school students to high school programs.

Warren County Schools
Award amount: \$50,000

Warren County Schools used this funding to provide a Middle Grades Career Development Coordinator(part time position) to work closely with 6th and 7th grade students. The Coordinator provided instruction and support to help them understand the purpose of CTE courses on the Middle grade level. The CDC also demonstrated and counseled students on how the middle school programs helped them decide which High School CTE programs may help them prepare for their career choices.

Roughly 243 students were enrolled in Career and Technical Education course as part of the grant.

When asked about adjustments or modifications needed to achieve desired outcomes for the grant, the district responded with the following: Warren County Schools plans to hire an additional part time Career Development Coordinator so that these services will be available every day for the entire school year.

2019-2020 CTE Grade Expansion Grantees

The below grantees were voted on by the Education and Workforce Innovation Commission and approved by the State Board of Education to be the 2019-2020 and 2020-2021 school year grantees for the Career and Technical Education Grade Expansion Program.

This two-year funding cycle will allow the Education and Workforce Innovation Commission time to evaluate the program and update the grant application and application process.

Greene County had not previously applied for the funds in the 2019-2020 school year, though they had applied and received funds for the 2018-2019 school year. After careful consideration and discussion by the Commission, Greene County will remain among the applicant recipients for the 2019-2020 school year, as their application scores ranked among the highest and their plans to use the funds were already in place.

2019-20 Career and Technical Education Grade Expansion Program Grantees	Amount
Alexander County Schools	\$50,000.00
Alleghany County Schools	\$50,000.00
Avery County Schools	\$50,000.00
Brunswick County Schools	\$50,000.00
Cabarrus County Schools	\$50,000.00
Carteret County Schools	\$49,500.00
Cherokee County Schools	\$50,000.00
Clay County Schools	\$50,000.00
Cumberland County Schools	\$49,500.00
Currituck County Schools	\$50,000.00
Dare County Schools	\$50,000.00
Elkin City Schools	\$50,000.00
Franklin County Schools	\$50,000.00
Greene County Schools	\$50,000.00
Halifax County Schools	\$50,000.00
Henderson County Public Schools	\$50,000.00
Hickory Public Schools	\$50,000.00
Johnston County Schools	\$50,000.00
McDowell County Schools	\$50,000.00
Moore County Schools	\$50,000.00
Mt. Airy City Schools	\$49,995.09
Perquimans County Schools	\$50,000.00
Pitt County Schools	\$50,000.00
Rowan-Salisbury Schools	\$50,000.00
Rutherford County Schools	\$50,000.00
Scotland County Schools	\$50,000.00
Transylvania County Schools	\$50,000.00
Warren County Schools	\$50,000.00