



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

Report to the North Carolina General Assembly

Sixth and Seventh Grade CTE Program
Expansion Grant Program

§115C-64.15

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Report # 75

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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

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:

1. Align public schools with business and industry and colleges/universities;
2. Provide greater choice for parents/guardians among high-quality public education options;
3. Enhance teacher and principal effectiveness;
4. Ensure all students possess job-ready skills; and
5. 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		
Tony Copeland, Secretary NC Department of Commerce	Bill Cobey, Chairman, NC State Board of Education	Jennifer Haygood, President NC Community College System
Mark Johnson, State Superintendent, NC Department of Public Instruction	Margaret Spellings, President, University of North Carolina System	
Governor Appointees	House of Representatives Appointees:	Senate Appointees:
Rachel Hunt, Founding Partner, Charlotte School Search	Judy Irwin, Vice President, Human Resources, Golden Corral	Michael Martini, HR Manager, Ball Corporation
Marshall Cherry, Roanoke Electric Corporation	Craig Hagood, President, House- Autry Mills	Sajjan Agarwal, Chairman & CEO, GreenHawk Corporation
Ed Weems, Venture Management Inc Governor	Tony Fogleman, CTE Director, Cleveland County Schools	

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. 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.

In year four of their work, the Education and Workforce Innovation Program Commissioners and grantees have begun to realize the vision set forth by the North Carolina General

Assembly in legislation. Necessary legislative changes have allowed grantees additional flexibility around how to best allocate matching funds to support grant work and have provided additional support to ensure the long-term success and sustainability of their efforts. Commissioners agree that the work that grantees have undertaken exactly matches their highest expectations for the Program, and should be replicated in schools, districts, and regions throughout North Carolina. As the Education and Workforce Innovation Program work continues over the next four years, 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. The scope of work is below for each LEA below:

Buncombe County Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018
	\$800,000.00	160,000	160,000	160,000	160,000

Buncombe County Schools' project grant provides enriched science curriculum for all fifth-grade students, and support the educator professional development and community engagement strategies necessary to building a true STEM culture in Buncombe Schools. There are 8 pilot schools engaged in the project with three engaged in the Project Lead the Way (PLTW) STEM program. iPads and PLTW modules were purchased for these three schools for fourth and fifth grade. All three schools are implementing the PLTW modules.

This grant supports our Elementary STEM Coach who work in numerous fifth grade classrooms teaching model lessons, helping teachers with content and then working one on one with teachers new to the fifth grade. A main part of the year was working on the new STEM labs being installed in BCS elementary schools. To facilitate the STEM culture, curriculum has been developed, professional development for STEM managers, and media coordinators, and digital lab facilitators for the 8 pilot schools.

The grant plan should be fully implemented during the 17-18 school year in a total of 24 elementary schools.

Charlotte Mecklenburg Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018
	\$800,000.00	160,000	160,000	160,000	160,000

In 2016-2017, Charlotte Mecklenburg Schools focused on building leadership capacity to implement change over the five-year life of their grant. This was accomplished through implementation of the North Carolina New Schools Coach University and Blended Model. Each of the four CMS schools participating in the Education and Workforce Innovation Program engaged school leaders in a suite of professional development activities, including the Industry Innovation Council, the Innovative Leaders Institute, and the Leadership Innovation Network, among others. Together, this series will enhance school leaders'

capacity to implement innovative practices in their school context. CMS's Education and Workforce Innovation Program teachers also participated in the Scaling STEM Conference. Through this development opportunity, teachers strengthened their knowledge of career-aligned STEM skills and assemble and evaluated ideas to improve classroom instruction around STEM.

Chatham, Harnett, and Lee County Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018
	\$800,000.00	160,000	160,000	160,000	160,000

In year one of the grant period, Chatham, Lee, and Harnett Counties hired College and Career Advisors for each of their nine high schools. Advisors began providing outreach and advising services soon thereafter, establishing opportunities for students, faculty and administrators to learn about the needs of local businesses and industry. These activities include individual advisory meetings with students, classroom lectures, faculty and staff meetings, parent meetings, and Career and College Promise (CCP) information sessions. Advisors have also led site visits of local businesses and industries, as well as, the Central Carolina Community College campuses, for students and teachers. Faculty participated in National Manufacturing Day activities and scheduled visits to industries and businesses unique to each county in the service area. Advisors have participated in professional development opportunities including the College Foundation of North Carolina Training and participating in the North Carolina Community College Conference.

Duplin County Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018
	\$800,000.00	160,000	160,000	160,000	160,000

Duplin County Schools uses grant to expand the district's current STEM focus to elementary schools. Specifically, the grant will support placing STEM labs in each school and employing a lead STEM teacher to allow DCS to incorporate STEM into all grade levels and create a seamless journey with rigorous STEM emphases for students from Pre-Kindergarten to 13th grade.

Duplin County Schools continues to employ a District STEM Coordinator to oversee the implementation of the EWIF grant, provide professional development for teachers, and coordinate the implementation of STEM curriculum and resources in grades kindergarten through five. In addition to providing professional development at the district and regional levels, the District STEM Coordinator provided individual coaching for teachers in our elementary schools by modeling STEM lessons, observing and providing feedback, and supplying instructional materials for teachers.

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.

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

Although, a majority of, teachers still indicate that they can articulate what STEM education means and identify STEM instruction when seen, there has not been significant growth in these perceptions. The decline in the perception that there is a clear definition of STEM education within our district is concerning and needs to be addressed moving forward.

According to survey results, 74.7% of teachers in grades kindergarten through five reported implementing at least one STEM lessons per classroom during the school year. 61.0% of respondents indicated that they had implemented more than one STEM lesson during the school year.

Elementary STEM Missions Labs: Three additional elementary STEM Missions Labs opened during the 2016-17 school year. During the 2015-16 school year, 52 teachers and 1,316 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. Numbers in parenthesis indicate the results of the previous year's survey.

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

This survey data included teachers in both their first and second year of implementing instruction in the STEM Missions Lab. Although the teacher perception in these areas has declined slightly since the survey was administered the previous year, data indicates that the STEM Missions Lab program is having a positive impact on science instruction at the elementary level. In the coming year, a greater emphasis will need to be placed on STEM career awareness so that teachers can better prepare their students for future STEM career options and pathways.

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
	\$350,000.00	70,000	70,000	70,000	70,000

This grant supports Yadkin Valley Regional Career Academy, an economic development initiative to re-invent high school around students' career interests, using a rigorous STEM curriculum integrated with relevant work and community experiences, and innovative uses of technology. The objective of the academy is to help students to be competitive in the global workforce to supply the growth industries of the area and become an economic driver for Davidson County and the region. The Davidson County, Lexington City, and Thomasville City Schools regional consortium has focused on implementing strong project-based learning and digital instruction at Yadkin Valley Regional Career Academy (hereafter "YVCA").

Through these instructional practices, YVCA provides a more personalized, career focused education to its students, thus promoting stronger academic achievement and educational attainment. In year one, YVCA has added on a Project Based Learning leader and a Blended Resource Learning leader to direct implementation of these practices at Yadkin Valley Regional Career Academy. YVCA has also funded intensive leadership and instructional coaching for teachers and school leadership.

Durham Public Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018
	\$800,000.00	160,000	160,000	160,000	160,000

Durham Public Schools partners with Durham Technical Community College and local businesses to build an ambitious education-to-career system called Made in Durham that prepares all young people for careers. Their Education and Workforce Innovation program grant supports Durham Public Schools in building the system's first full education-to-career pathway that will serve as a prototype for future pathways. A priority is given to low-income youth-with a 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.

Merrick-Moore Elementary

- EWIF Grant supported the hiring of the first elementary school-level STEM Coordinator in DPS's history. This position focuses on providing research-based science support materials for teachers and complementary professional learning opportunities for teachers, including coaching and modeling of effective instructional practices. This role is designing curriculum to specifically meet teacher and student needs and provides a STEM/Science Night in collaboration with NCSU; and
- Recruiting and supporting an Engineers/Robotics student team and coordinating the provision of Science/STEM based student field trips and tours to such community

locations as Durham Soil/Conservation, Museum of Life and Science, the DPS Hub Farm, the NCSU Engineering Design Day, the STARR Lab, the Museum of National Science in Raleigh, and North Carolina A & T State University.

Neal Middle School

- A total of 50 students across the middle school grade levels attended a June 2017 STEM Camp in collaboration with NCSU professionals, who also trained Neal teachers in the use of new curriculum models and instructional approaches. The EWIF Grant provided resources for staff participation and transportation.

Southern High School

- EWIF resources supported by an MOU and the presence of an EWIF-funded DTCC College Liaison were utilized to both 1) formalize 12 career pathways that link courses with those that exist at DTCC and 2) support student involvement in Career and College Promise (see below for details).
- 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 2016 term, a total of 9 students successfully completed [grade C or better] 11 courses (for 32 total credits), with book purchases for 3 of those students covered by a private sector-supplied grant to our local Workforce Board [OEWD]. The EWIF grant, meanwhile, covered all necessary remaining book purchases, with DPS providing all transportation to and from DTCC as part of their match funding.
- When the spring 2017 semester was completed, 16 additional students from Southern had successfully completed 20 courses and received a total of 54 credits, with OEWD and the EWIF grant supporting book purchases, and DPS providing transportation.
- Afford each student two mandatory internships or cooperative workplaces with a focus on experiential learning, initially in high school and subsequently in postsecondary education.
- Thirty DPS graduates participated in DTCC Work Study employment during the two '16-'17 terms, an increase of 10 over '15-'16.
- Align and expand work-based learning experiences with the Summer Youth Work Internship Program and Durham Tech's ConnectFunds (funds from Durham Sales and Use Tax funds).
- A total of 32 Southern students participated in OEWD's Youth Work paid internships in the public and private sector during the summer of 2017.
- A total of 428 DPS graduates [42 from SSES] attended DTCC during the two '16-'17 term and received ConnectFund scholarships. This represents an increase over '15-'16, where the numbers were 385 and 25 respectively.
 - Establish a faculty/staff/employer-driven Technical Advisory Group [TAG] to help plan, deliver and evaluate the effectiveness of this cross-institution effort and related Career and Technical Education [CTE] opportunities at the elementary, secondary and post-secondary levels.

- o Work in this area resulted in the formal creation of a new DPS CTE Advisory Committee that 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.

Granville, Franklin, Vance, and Warren Counties	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018
	\$800,000.00	160,000	160,000	160,000	160,000

Grant funds support the development of a “Manufacturing Skills Training Alliance” between Granville County Schools, Franklin County Schools, Vance County Schools, Warren County Schools, and Vance-Granville Community College. This will allow them to prepare students for careers in manufacturing and related industries and will help develop a regional workforce that can operate, troubleshoot, and maintain modern industrial equipment.

- Summer Cruising Professional Development (Summers 2016-2018): Provided stipends to 200 teachers and support staff to attend a three-day professional development to tour local and regional manufacturing companies, receive labor market updates from local and regional Economic Development Commissions, Kerr-Tar Regional Council of Governments and local and state public officials. Federal and Legislative updates were given by top officials within the North Carolina Governor's' Office and Department of Public Instruction. Participants were asked to create lesson plans on this experience to incorporate within their curriculums. Numerous partnerships were formed with educators and the businesses in training students to work in their plants.
- Teacher Externships-Trade and Industrial teachers worked for one week at various local and regional manufacturing companies to gain experiences and resources they can come back and share with their students and colleagues.
- Attended and presented at several National Conferences: ACTE, SREB/HSTW, STEM.
- 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.

Rutherford County Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018
	\$800,000.00	160,000	160,000	160,000	160,000

Rutherford County Schools uses grant funds to create engaging, innovative high school career concentration pathways and scale up evidence-based design principles already in place in Rutherford Early College High School. RCS will leverage agency partnerships with the Robert and Janice McNair Educational Foundation, Isothermal Community College, and 450 constituent members of the Rutherford County Chamber of Commerce to ensure the seamless, strategic integration of mutual interests, capacities, and services to benefit the students, community, workforce, and economy of Rutherford County.

During the project's third 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 2016-17 school year. RTI International provided three on-site team development sessions for participating principals, two dedicated virtual follow-up sessions to each participating principal, one off-site team development session for participating principals, and a participation slot for each participating principal in the organization's statewide peer networking event. Bridgewood Educational Services provided ongoing support for the continued installation of two initiatives of the Southern Regional Education Board (SREB), 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 five-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.

Surry County Schools	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018
	\$800,000.00	160,000	160,000	160,000	160,000

Surry County Schools (SCS) will use grant funds to create a “Career and College Culture” with emphasis on STEM skills throughout middle schools in their district. Grant funds will allow SCS to transform an existing middle school to a STEM magnet school and create a district Science Institute, each of which will serve as laboratories for piloting innovative teaching practices for replication throughout the district.

Our STEM Magnet school has been open now for three years. The number of students applying to attend the magnet school has grown to the point where we have implemented a lottery for students who apply. Not only are we focused on STEM in this school, all students at the magnet school have access to accelerated coursework with the potential of earning high school credit. To better facilitate this process, and provide students and parents with clear direction on how a student might accelerate, we developed Acceleration Guidelines in year 2. 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 a total of 160 high school credits.

With the close of NC New Schools (NCNS) in the spring of 2016, our services for instructional coaching and building capacity within our schools were rendered by Research Triangle International (RTI). We were pleased to continue this service. We did, however, focus this service a little differently than originally intended. We found that we were not reaching all schools at the same rate; therefore, we chose to develop an Instructional Leadership Practicum (ILP) for our assistant principals in each middle school. The ILP was developed to provide instructional leadership support for the boots on the ground in our middle and high schools to build our capacity within. The ILP was very successful and is now a model for the remaining assistant principals in our elementary schools. We will continue with the ILP annually and as a part of our onboarding with new administrators. This has proven to be a great way to strengthen our capacity in our own building without adding additional personnel.

Through the grant and the original partnership with NCNS, Surry County had one teacher (our Science Institute Coordinator) trained in Project-Based Learning (PBL) through the Buck Institute. Although our grant proposal included PBL for all science teachers in SCS beginning with the magnet school, we have not moved forward with *full* implementation, but we are moving toward our goal. We have created interdisciplinary teams of teachers to create lesson and unit plans based on project-based learning at the magnet school. All 23 teachers are involved in an interdisciplinary team who are planning and executing cross-curricular lesson plan ideas. In the summer of 2017, we also partnered with Research Triangle International once again to provide inquiry-based/project-based learning training for all the magnet school teachers. There was a two-day training this summer and will be additional coaching days during the school year. These days will be provided through an RTI instructional coach to assist our teachers in developing inquiry-based/project-based lesson and unit plans.

Winston-Salem/Forsyth County Schools Kennedy High School	Total Award	Paid FY 2014	Paid FY 2016	Paid FY 2017	Paid FY 2018
	\$350,000.00	70,000	70,000	70,000	70,000

Grant funds support the development of a college-going, career ready culture at Kennedy Middle and High School, through partnerships with Forsyth Tech and local business and industry that will allow all students to receive viable and meaningful workplace experiences. Kennedy will also employ a Career Coach to provide relevant professional development to teachers around college and career preparation. Winston-Salem/Forsyth County Schools Performance data compared to district/state

- 3 years of exceeding growth with a school Performance Grade of C.
 - Proficiency data --- Reflects both the middle school and the high school. While the school scores a 46 on achievement, they have reached a high of 94.4 in growth. School performance = 55 which equates to the “C” status.
 - School met 20 of their 20 targets.
 - Magnet applications--Increased again - highest total yet (134)
- To reach goal of 100 students per grade level – 120 enrolled 9th grade for 2018-2019, will need to push application totals closer to 200 to allow for anticipated shrinkage over the summer.
 - Forsyth Technical Community College-registered 1 student for dual enrollment in the fall; will identify juniors and sophomores in January 2018 to increase use of the program

(2) Recommendations for statutory requirements

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

(3) Recommendations for improvement of each program

The commission will be reviewing budget/program revision request from the LEAs during its May 2018 meeting. As part of the review process, each grantee will be guided to construct a series of output and outcome performance metrics that describe what success will look like at the end of the grant cycle as we plan for future activities. Our program officer will work closely with each grantee to determine the best metrics to include in the next reporting cycle.

(4) CTE Grade Expansion Program

The LEAs participating in the program have received the first-year installment of their grant funds. The LEAs are in the process of identifying and hiring CTE Teachers or Career Development Coordinators as specified in their grant application. Due to initial implementation of the program, no data is currently available to determine the program

impact on student achievement, retention, and employability. A data collection process has been determined and implemented to gather data from the LEAs participating in the program.

The program is in year one of implementation. A recommendation will be made after year and effectiveness of the program is determined by data collected from program participants. The commission has released the first RFP for CTE Grade Expansion Program. Fourteen LEAs were identified for this 7- year grant.

School Board Region	School Board District	School District	Award Amount
Northeast	1	Currituck	\$50,000
Northeast	1	Perquimans	\$34,200
Southeast	2	Carteret	\$49,500
Southeast	2	Greene	\$50,000
North Central	3	Franklin	\$50,000
North Central	3	Johnston	\$50,000
North Central	3	Warren	\$50,000
Sandhills	4	Moore	\$50,000
Piedmont-Triad	5	Mt. Airy City	\$49,912
Northwest	7	Alexander	\$50,000
Northwest	7	Alleghany	\$49,542
Northwest	7	Avery	\$50,000
Northwest	7	Hickory City	\$41,000
West	8	Rutherford	\$50,000