



**NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction

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# Report to the North Carolina General Assembly

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*Outcomes of CTE Modernization and  
Support Grants Program*

*SL 2022-74 sec.7.4(d)*

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**Date Due: January 15, 2024---**  
DPI Chronological Schedule, 2023-2024

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## **SUMMARY OF PROGRAM**

### **OVERVIEW OF GRANT**

Session law 2022-74 included a provision for CTE Modernization and Support in Grades Six Through Eight and Ancillary Items Necessary for the CTE Grant Program. The provision provided up to \$2,000,000 to establish the CTE Modernization and Support Grant in grades six through eight during the 2022-2023 school year and up to \$1,000,000 to fund Ancillary Items Necessary for the CTE Program at a given school in addition to equipment considered under G.S. 115C-154.2.

### **INTENDED USE OF GRANT AWARDS FOR PART ONE: THE CTE MODERNIZATION AND SUPPORT IN GRADES SIX THROUGH EIGHT GRANT PROGRAM**

Per Session Law 2022-74: Grant recipients shall use the funds distributed to them under this subsection to procure and implement a career and workforce development platform that aligns with the North Carolina Career and Technical Education Standards with modules that assist teachers in preparing students for high-wage, high-growth career areas that includes at least the following components:

1. Instructional strategies and guided lesson plans to assist teachers with classroom implementation and differentiation.
2. Media-based instructional content for demonstrating and teaching skills required for applicable career areas.
3. Content delivery for instruction types, including face-to-face, self-paced, and distance or hybrid learning.
4. A focus on mastery-based learning.
5. Guided projects and activities to incorporate hands-on application of skills.
6. Reporting features to provide data on student progress.
7. Guidance for students to obtain industry certifications.
8. Career connections to provide examples of career opportunities.

### **INTENDED USE OF GRANT AWARDS FOR PART TWO: ANCILLARY ITEMS NECESSARY FOR THE CTE PROGRAM GRANT PROGRAM**

Per Session Law 2022-74: (\$1,000,000) is available to provide grants for the 2022-2023 school year to fund ancillary items necessary for the CTE program at a given school in addition to equipment considered under G.S. 115C-154.2.

### **SUMMARY OF GRANT REPORTS**

Modernization and Support in Grades Six Through Eight

70 Public School Units applied for the grant, requesting a total of \$2,644,775. 54 PSUs received the grant, totaling \$2,000,000 in funds dispersed. Over 45,000 students were impacted by the grant awards.

Ancillary Items Necessary for the CTE Program Grant

81 Public School Units applied for the grant, requesting a total of \$10,937,514. 27 PSUs received the grant, totaling \$1,000,000 in funds dispersed. Over 12,300 students were impacted by the grant awards.

**MODERNIZATION AND SUPPORT IN GRADES SIX THROUGH EIGHT AWARDS AND RECIPIENTS**

<b>PSU Number</b>	<b>PSU Name</b>	<b>Award</b>
20	Alexander County Schools	\$10,000.00
40	Anson County Schools	\$41,380.00
111	Asheville City Schools	\$44,000.00
60	Avery County Schools	\$35,250.00
070	Beaufort County Schools	\$45,000.00
100	Brunswick County Schools	\$13,681.00
120	Burke County Schools	\$36,000.00
130	Cabarrus County Schools	\$50,000.00
150	Camden County Schools	\$25,000.00
160	Carteret County Public Schools	\$45,000.00
230	Cleveland County Schools	\$50,000.00
250	Craven County Schools	\$44,665.00
270	Currituck County Schools	\$45,000.00
290	Davidson County Schools	\$50,000.00
310	Duplin County Schools	\$36,172.00
350	Franklin County Schools	\$45,000.00
370	Gates County Schools	\$45,000.00
390	Granville County Schools	\$42,900.00
400	Greene County Schools	\$4,650.00
410	Guilford County Schools	\$45,000.00
420	Halifax County Schools	\$50,000.00
440	Haywood County Schools	\$34,668.00
460	Hertford County Schools	\$46,916.00
490	Iredell-Statesville Schools	\$45,000.00
500	Jackson County Public Schools	\$5,000.00
510	Johnston County Public Schools	\$44,000.00
520	Jones County Schools	\$8,250.00
132	Kannapolis City Schools	\$3,450.00
540	Lenoir County Public Schools	\$26,993.00
560	Macon County Schools	\$34,350.00
590	McDowell County Schools	\$50,000.00
610	Mitchell County Schools	\$48,845.00
620	Montgomery County Schools	\$45,000.00
650	New Hanover County Schools	\$44,000.00
182	Newton Conover City Schools	\$6,000.00
660	Northampton County Schools	\$50,000.00
680	Orange County Schools	\$32,265.00
710	Pender County Schools	\$45,000.00
720	Perquimans County Schools	\$50,000.00
740	Pitt County Schools	\$45,000.00
421	Roanoke Rapids City Schools	\$50,000.00
790	Rockingham County Schools	\$50,000.00

800	Rowan-Salisbury Schools	\$45,000.00
810	Rutherford County Schools	\$16,575.00
830	Scotland County Schools	\$29,700.00
840	Stanly County Schools	\$21,200.00
292	Thomasville City Schools	\$37,760.00
880	Transylvania County Schools	\$34,835.00
910	Vance County Schools	\$49,760.00
920	Wake County Schools	\$44,000.00
930	Warren County Schools	\$50,000.00
960	Wayne County Public Schools	\$50,000.00
422	Weldon City Schools	\$35,000.00
995	Yancey County Schools	\$17,735.00
Total		<b>\$2,000,000.00</b>

#### ANCILLARY ITEMS NECESSARY FOR THE CTE PROGRAM GRANT AWARDS AND RECIPIENTS

PSU Number	PSU Name	Award
20	Alexander County Schools	\$40,000.00
110	Buncombe County Schools	\$28,975.00
140	Caldwell County Schools	\$42,700.00
150	Camden County Schools	\$25,000.00
260	Cumberland County Schools	\$30,185.00
298	Deaf and Blind Schools	\$15,000.00
310	Duplin County Schools	\$75,000.00
350	Franklin County Schools	\$31,085.00
400	Greene County Schools	\$4,500.00
500	Jackson County Public Schools	\$15,000.00
530	Lee County Schools	\$25,000.00
540	Lenoir County Public Schools	\$18,116.00
620	Montgomery County Schools	\$30,000.00
640	Nash County Public Schools	\$30,000.00
670	Onslow County Schools	\$59,793.00
690	Pamlico County Schools	\$12,415.00
730	Person County Schools	\$38,302.00
421	Roanoke Rapids City Schools	\$35,000.00
790	Rockingham County Schools	\$50,000.00
810	Rutherford County Schools	\$21,200.00
830	Scotland County Schools	\$20,000.00
870	Swain County Schools	\$76,763.00
920	Wake County Schools	\$36,000.00
960	Wayne County Public Schools	\$50,000.00
970	Wilkes County Schools	\$95,998.00
980	Wilson County Schools	\$23,968.00
995	Yancey County Schools	\$70,000.00
Total		<b>\$1,000,000.00</b>

## **REPORTS FROM PUBLIC SCHOOL UNITS ON MODERNIZATION AND SUPPORT IN GRADES SIX THROUGH EIGHT**

### **Public School Unit**

Alexander County Schools

### **Number of Students Served**

396

### **Grant Fund Impact**

Use of the TransfrVR headsets has allowed students to explore virtual workplaces and activities in realistic simulated environments. Thus students have learned new skills such as using power tools, changing oil, hospitality and appropriate dress, safety using gloves appropriately, using fire extinguishers, and more. Students have been exposed to career opportunities such as mechanic, firefighter, hotel clerk, and manufacturing. Additionally the TransfrVR headsets allow us to target nontraditional populations of students such as females in manufacturing and welding. Thus career development opportunities have been expanded with use of this technology resources.

### **Use of Funds**

Funds were used to purchase 5 TransfrVR Headsets for Career Exploration at \$2,000 each = \$10,000

### **Public School Unit**

Anson County Schools

### **Number of Students Served**

228

### **Grant Fund Impact**

Anson County purchased a Paxton Patterson lab consisting of 12 modules. This lab helps students gain clarity about their interests, values and skills, which is crucial in choosing a career path. Through various activities and assessments, they can better understand what they enjoy and what they're good at. The labs provide an awareness of the diverse range of career options available and exposes them to various career paths they might not have considered. By the end of the course, students can better set clearer short-term and long-term career goals. Understanding their strengths and interests can boost student confidence in a career choice and can alleviate the stress and uncertainty that quite often accompanies the decisions in choosing a career path. The hands-on experience can provide a realistic preview of a particular career, helping them make informed decisions.

### **Use of Funds**

Our funds were used to purchase a Paxton/Patterson lab consisting of 12 modules. The purchase of the lab consisted of specialized equipment, software, and curriculum resources set up in module stations around the room. These stations were tailored to engage two students in practical, experiential learning. The goal is to offer students opportunities to explore different career pathways, develop technical skills, and gain real-world experience within a controlled educational environment. While in the lab, students can work with tools, machinery, and software relevant to these fields, allowing them to gain practical skills and insights that might be

directly applicable to future careers or further educational pursuits. The labs provide a hands-on approach to learning, fostering problem-solving skills, critical thinking, teamwork, and technical proficiency, bridging the gap between theoretical knowledge and practical application, preparing students for potential careers in technical fields by offering a more immersive and experiential learning environment.

**Public School Unit**

Asheville City Schools

**Number of Students Served**

212

**Grant Fund Impact**

The students at the middle school were exposed to 13 different pathways using the career exploration headsets.

**Use of Funds**

Asheville City Schools was able to purchase 10 headsets to provide career exploration for our students in grades 6th through 8th in an immersive learning environment. Transfr provides hands-on simulation training that gives students real-world experiences in the skills they need for well-paying jobs.

**Public School Unit**

Avery County Schools

**Number of Students Served**

450

**Grant Fund Impact**

Labs were purchased from Paxton Patterson for our middle school CTE programs. These labs align with the CTE offerings at the high school level and allow middle school students the opportunity to gain interest in courses at the high school level.

**Use of Funds**

State funds were used to purchase labs and software from Paxton Patterson to complete middle school CTE lab offerings.

**Public School Unit**

Beaufort County Schools

**Number of Students Served**

1052

**Grant Fund Impact**

Students in 5th through 8th grade were exposed to whole class career exploration as well as participating in individual modules in the Paxton/Patterson classrooms at 5 middle schools. Students used modules at the middle schools that are aligned to High School CTE program offerings and local, regional and state-wide high need careers. Due to the exposure to the Paxton/Patterson labs in wheel classes, we had an incredible increase in our summer career exploration camps participation rates. Enrollment quadrupled as a result.

#### **Use of Funds**

Grant funds were used to purchase computer hardware to support Paxton/Patterson labs, 8 additional Paxton/Patterson labs were added to schools, and secure storage was purchased to maintain the labs and computer equipment purchased.

#### **Public School Unit**

Brunswick County Schools

#### **Number of Students Served**

1980

#### **Grant Fund Impact**

Major Clarity -- By adding the 6th graders into Major Clarity provides them early access to over 66 pathways through the Career Exploration tab. Students also have the opportunity to explore over 7,200 post-secondary institutions in the United States. Through Post Secondary explorations students are made aware of specific degree programs available at each institution as well as entrance scores via ACT or SAT. Students being given early access to career resources help to shape post-secondary career decisions.

Career Manipulative Kits -- Students appreciate a hands-on approach to career exploration which is being provided by the "kits" purchased providing a "mini" mobile learning lab. This mini mobile lab is taken from school to school and rotated so that all students have access to the same information each month. The modernization grant is money well spent on all students providing them with multiple ways to explore the 16 career clusters recognized by NC.

#### **Use of Funds**

We purchased access to all of our BCS 6th graders to use Major Clarity.

We purchased around 90 career manipulative kits to use at our 6 Brunswick County Middle Schools.

#### **Public School Unit**

Burke County Schools

#### **Number of Students Served**

875

#### **Grant Fund Impact**

Students have been able to engage with common technology applications, sharpen their keyboarding skills and create a wide range of media and communications pieces including slide shows, podcasts, webpages and



infographics. Our students have also explored diverse industries and careers through interviews with industry professionals while also developing their own resume and portfolio pieces.

#### **Use of Funds**

We used the funds to purchase ICEV for our 5 middle schools in Burke County.

#### **Public School Unit**

Cabarrus County Schools

#### **Number of Students Served**

4967

#### **Grant Fund Impact**

Our goal with the grant was to focus on middle school students. Most of our emphasis has been on high school, so we wanted to provide a more robust option for teachers to use in our middle school programs. While all students had access to the curriculum, the focus has been on using the Exploring Agriscience, Exploring Family and Consumer Science, and Exploring Health Science courses. All students were able to use ICEVs digital literacy and career exploration resources.

#### **Use of Funds**

With this grant, we were able to provide ICEV curriculum to all our middle school students. Our middle school teachers were trained on how to incorporate the product into their daily lessons. The product was also included in their monthly PLC meetings to keep the resources at the forefront of their work. Now that our department has this resource in place, we plan to continue offering it as part of our middle school program.

#### **Public School Unit**

Camden County Schools

#### **Number of Students Served**

440

#### **Grant Fund Impact**

The modernization grant helped upgrade our Paxton Patterson College and Career Ready Lab to offer more learning spaces designed to simulate real-world workplace environments. We expanded the lab by eight modules to create an Agriculture Career Lab in a second classroom. The implementation of this specialized lab was geared towards enhancing students' career readiness skills. This lab focused on practical, hands-on experiences in various fields related to agriculture and health science, helping students develop skills that are directly applicable to their future careers. Interactive and immersive experiences can make the learning process more dynamic and interesting for students. Career and college ready labs aim to align educational practices with industry standards. This alignment can better prepare students for the expectations and demands of their chosen career paths, ensuring they are well-equipped for the workforce. CCR labs facilitate collaboration among students, encouraging teamwork and problem-solving skills. While the direct impact on academic performance may vary, a well-designed and properly implemented college and career ready initiative can positively influence

student outcomes. Improved facilities and relevant, hands-on experiences can contribute to a more comprehensive and practical education.

#### **Use of Funds**

The funds were used to purchase eight more modules for our current Paxton Patterson College and Career Ready Lab at Camden Middle School. The modules purchased focused on health science careers and ones that fit in with Agriculture fields.

#### **Public School Unit**

Carteret County Public Schools

#### **Number of Students Served**

258

#### **Grant Fund Impact**

Carteret County Public Schools (CCPS) purchased and implemented a Career & College Ready lab(CCR) using Paxton Patterson modules. The CCR lab engages students in grades 6-8 in career exploration and authentic problem-based learning experiences as students discover their career interests and aptitudes. Paxton Patterson Career and College Ready labs modules vary to include whole-class modules and opportunities for students to collaborate in groups and participate in hands-on learning projects. Beaufort Middle School is the feeder middle school to East Carteret High School. Each module selected corresponds to one of the East Carteret High School's Career and Technical Education pathways.

#### **Use of Funds**

Carteret County Public Schools successfully implemented four Career and College Ready Labs in the past three years. This grant allowed CCPS to continue to implement Career and College Ready Labs that allowed middle school students to engage in hands-on career exploration.

#### **Public School Unit**

Cleveland County

#### **Number of Students Served**

3282

#### **Grant Fund Impact**

Students are enjoying using the labs/kits and exploring the variety of careers. We've heard from parents who are appreciative that their students are getting these experiences. Our CTE teachers report that students are able to articulate the lab(s) and career(s) they want to research further.

#### **Use of Funds**

We purchased Paxton Patterson career labs for each middle school. We were able to purchase 13 different career labs with the grant. We previously had 12 labs that were located in one middle school. The grant enabled us to expand and start labs at our other middle schools. We have had great feedback from students and even parents.

Teachers were anxious about using the labs, but are now just as excited as the students. Students are asking to take CTE classes again because they enjoy the labs so much. We are looking forward to expanding the lab offerings at each school.

#### **Public School Unit**

Craven County Schools

#### **Number of Students Served**

67

#### **Grant Fund Impact**

The Paxton Patterson College and Career Ready Lab engages students in career exploration and authentic problem-based learning experiences as they discover their interests and aptitudes. The lab modules include whole-class modules as well as opportunities for students to work in teams, and participate in hands-on learning and projects. The number of students, 67, referenced above is the number of students enrolled in the classes for first semester of this school year. The total number of students that will be impacted is potentially 140-150 per school year.

#### **Use of Funds**

Craven County Schools CTE purchased and implemented a Paxton Patterson College and Career Ready Lab at Grover C. Fields Middle School for 7th and 8th grade students.

#### **Public School Unit**

Currituck County School District

#### **Number of Students Served**

392

#### **Grant Fund Impact**

Currituck County Schools used the Modernization Grant funds to purchase a Paxton Patterson lab for Currituck County Middle which is a 6th-8th grade school of around 400 students. By using the grant money for the labs this provided more hands on learning within our middle school for students to explore more careers. These labs are hands-on deep learning experiences for our students. Paxton/Patterson learning systems engage students with problem-based, real-world technology. These experiences empower students to discover their interests and aptitudes, along the pathway to postsecondary success. This lab provided more opportunities for students to explore more career pathways. By providing these modules for our students, we were able to open more career pathway choices at the middle school level with hands-on experience which will then help lead students to career developments when then enter high school.

#### **Use of Funds**

The State funds were used to purchase 10 module lab from Paxton Patterson which aligned with the CTE courses at Currituck County High School.

**Public School Unit**

Davidson County Schools

**Number of Students Served**

1784

**Grant Fund Impact**

The students served by the Modernization Grant participated in the iCEV program. This program provided a platform to support middle school students in exploring various career and pathways of interest using interactive tools, resources, activities, assessments and credential exams.

**Use of Funds**

The state funds were used to purchase the iCEV platform for our 7 middle schools. The funds provided teacher access to the program at \$9,975 and student access at \$12,815. The program was purchased to provide access for a 2-year period.

**Public School Unit**

Duplin County Schools

**Number of Students Served**

2240

**Grant Fund Impact**

Duplin County Schools middle grades students were able to engage in advanced STEM learning modules through the use of the littleBits STEM+ Coding class packs. Teachers were able to extend the activities already offered in FUSE to incorporate more computer science concepts and exposure thanks to the CTE Modernization Grant funds.

**Use of Funds**

We purchased eight sets of Sphero littleBits STEM+ coding class packs for all of our K-8 schools to be used in the middle grades CTE program. Professional development was also provided with the purchase of the class packs.

**Public School Unit**

Franklin County Schools

**Number of Students Served**

583

**Grant Fund Impact**

The Paxton-Patterson labs provide career exploration that engages students in authentic problem-based learning experiences which allow them to discover their interests and aptitudes.

All career exploration labs provide hands-on activities for students to complete.

Students also work in teams of 2-3 at each lab which enables students to work together to solve problems or to complete projects.

### **Use of Funds**

The Paxton-Patterson Labs were purchased for three middle schools in Franklin County which included 15 career-ready modules per school (total of 45 modules for all 3 schools). The state funds also paid for professional development for teachers which allowed the teachers to provide necessary classroom instruction to their students.

### **Public School Unit**

Gates County Schools

### **Number of Students Served**

127

### **Grant Fund Impact**

I need to be fully transparent with our situation at our middle school. Students will not start using the modules purchased with the Modernization Grant funding until second semester (January 29, 2024) due to the instructor that was trained resigned from the district.

Students are looking forward to being able to explore different career pathways in the near future.

### **Use of Funds**

The funds received from the Modernization Grant were used to purchase 10 College and Career Lab modules from Paxton Patterson to be used with students in the seventh and eighth grades. The grant also provided for an instructor to be trained on how to facilitate the modules. The grant provided our CTE program to start a career exploration program at our middle school with the plan of using additional funds each year to add to the existing modules.

### **Public School Unit**

Granville County Public Schools

### **Number of Students Served**

314

### **Grant Fund Impact**

Middle school students used the iCEV platform for activities to explore various careers. This helped students with their Career Development plans. Students were able to compare careers across CTE program areas.

### **Use of Funds**

We used the funding to provide MS students in 2 schools with the iCEV Career Exploration digital resource.

**Public School Unit**

Greene County Schools

**Number of Students Served**

288

**Grant Fund Impact**

The Modernization Grant allowed Greene County Middle School Agriculture students in grades 6-8 to gain hands-on learning experiences by designing, building, preparing, planting, and maintaining raised garden beds. Students gained knowledge about soil types, environmental effects on plants, seasonal versus annual plants, fertilizer, and irrigation. Students gained crucial technical skills when designing the beds such as measuring and calculating the dimensions of the beds to know how much wood and soil was needed as well as the use of power tools during construction. All of these tasks were performed in groups which allowed students to learn to work together as a team. The Modernization Grant allowed students to explore animal science through the incubation process and hatching of baby chicks.

**Use of Funds**

Funds were used to purchase materials for the raised beds such as lumber, screws, landscape fabric, soil, shovels, wheelbarrows, garden trowels, garden hoses, hose nozzles, watering cans, and plant labels. Funding was also used to purchase two wheelchair accessible raised plant beds to allow all students the opportunity to participate and receive hands-on experience. Funds from the Modernization Grant were used to purchase an incubator, chicken feeder, OvaScope, and Chick Brooders to further explore animal science.

**Public School Unit**

Guilford County Schools

**Number of Students Served**

5072

**Grant Fund Impact**

Students in grades 6-8 have been able to engage in career exploration and authentic work-based learning experiences as students discover their career interests, are exposed to authentic careers, and are empowered to explore industries in all 16 NC Career Clusters. Additionally, the grant has assisted in closing exposure and opportunity gaps for our underserved students at restart middle school campuses. Lastly, the grant has bridged classroom to industry by preparing the next generation of workers for well-paying jobs across every career cluster in the state. Teaching critical skills for high-skill, high-wage, and/or in-demand jobs via hands-on, simulated CTE curricular-aligned career experiences are accessible through the use of the TransfrVR platform.

**Use of Funds**

Twenty-two TransfrVR headsets and a one year subscription to the career exploration curriculum were purchased at a cost of \$44,000. Each middle school CTE teacher in the restart schools received two to three headsets. All students who take CTE courses at the restart schools will be afforded the opportunity to utilize the

equipment. Approximately 5,072 middle school students are currently being served in which there are approximately 1,911 students with disabilities.

### **Public School Unit**

Halifax County Schools

### **Number of Students Served**

460

### **Grant Fund Impact**

By aligning the Pitsco Middle Grades Expedition Labs with the high school career pathways, we are able to allow for a more focused and in-depth exploration of potential career fields. Students are able to engage in hands-on activities while accessing digital content is a positive aspect. Practical experiences allow students to understand and apply concepts and better prepare them for real-world challenges in their chosen career paths.

### **Use of Funds**

Modernization Grant Funds were used to purchase four (4) Pitsco Expedition Labs curriculum and materials. Professional development for staff was also included in the purchase.

### **Public School Unit**

Haywood County Schools

### **Number of Students Served**

1000

### **Grant Fund Impact**

The students had more opportunities with the equipment that was purchased. It enhanced their learning experience. It is hard to have quality programs at the middle schools unless extra money is supplied for those programs.

### **Use of Funds**

The funds were used to purchase equipment at the three middle schools.

Glo-Forge \$7,000

Virtual Job Shadow \$7,500

Plant \$ Soil Sciences Pathway from reality Works \$9954

2 of the 12/16 lathes \$3,500

Downdraft table \$2,600

Shaper \$1,750

Plywood for Miter Station \$1,500

**Public School Unit**

Hertford County Schools

**Number of Students Served**

500

**Grant Fund Impact**

The terms and circumstances of human existence are expected to change exponentially during our children's lives. A 21st-century, STEM-proficient workforce will be at the center of this change – causing it, shaping it, responding to it – because the primary driver of our future lies largely in the advances in science and engineering from those equipped with a collaborative, problem-identifying/problem-solving mindset. While most career and technical education programs focus on high school students, Pitsco Education's STEM programs build a pipeline of STEM learners, beginning early to hone students' 21st-century skills and establish a solid foundation for future careers. Along the way, students acquire the requisite language and skills sets to jump directly into more immersive experiences such as internships that continue the progression of learning, helping students achieve success at their chosen next stop – college or career. A progressive, customizable STEM experience for Grades 6-8 Pitsco Education provides engaging hands-on STEM solutions for Grades 6-8 students at Hertford County Middle School. In this project-based environment, students explore science and math, as well the engineering design process, through hands-on learning experiences that prepare them for a lifetime of critical thinking, collaboration, and creative problem-solving in the context of rigorous and future-relevant hands-on STEM learning. The comprehensive array of STEM resources can be combined in endless ways to enable Hertford County Middle School to bring rigor and relevance that prepare students for the future. Students are introduced to a variety of potential careers, helping them bridge the gap from instruction to the real world.

**Use of Funds**

A team of Pitsco Education professionals ensured classrooms were ready for students. This included all setup and organizing of consumable supplies and equipment into storage bins and cabinets. Pitsco Education's team of experienced customer support representatives ensured the labs remained operational and fully functioning. They were on-site for installation and understood the unique nature of each lab and treated it as such. Curriculum/Equipment/Consumables=\$38941.85 - Sales Tax = \$3069.26 - Delivery & Installation = \$4904.77. Total = \$46915.88

**Public School Unit**

Iredell-Statesville Schools

**Number of Students Served**

330

**Grant Fund Impact**

Utilizing zSpace devices in the Career Lab has revolutionized the learning experience for my students. By integrating augmented reality and virtual reality technologies, these devices have profoundly impacted student engagement, knowledge retention, and skill development. They've transformed traditional lessons into immersive, interactive experiences, fostering a deeper understanding of complex concepts across various



subjects. Through zSpace, students have gained the ability to explore, manipulate, and interact with 3D objects, enhancing their spatial reasoning and critical thinking skills. This innovative technology has not only sparked curiosity and creativity but also prepared students with invaluable digital literacy and technological competence essential for success in the modern world.

#### **Use of Funds**

We used the state funds to purchase 15 zSpace systems to build an augmented reality lab within our most at risk middle school.

#### **Public School Unit**

Jackson County Schools

#### **Number of Students Served**

120

#### **Grant Fund Impact**

Modernization grant provided a greenhouse for the middle school agriculture program at Cullowhee Valley School. The program is young in its inception and the addition of the greenhouse has provided a valuable workspace and student learning space for the students there. The grant also provided upgrades to Blue Ridge Early College for its agricultural drone program to provide new, safer garage doors in the lab facility.

#### **Use of Funds**

New Greenhouse and supplies necessary for outfitting greenhouse for middle school students; new garage door for safe operation for Agriculture/Drone technology program.

#### **Public School Unit**

Johnston County Public Schools

#### **Number of Students Served**

491

#### **Grant Fund Impact**

Benson Middle School serves a high population of low-income youth along the I-95 corridor of Johnston County. The students within this geographic area often have less exposure to career resources compared to students along the western side of the county that borders Wake County. The modernization grant allowed us to increase career awareness and exploration for students who could most benefit from targeted, modernized career and technical education middle grades programming. The supplies and equipment were delivered to the school in the Spring of 2023 and teacher professional development provided during the following summer with full implementation SY23-24.

#### **Use of Funds**

The funds were used to purchase a career investigations lab for Benson Middle School from Paxton-Patterson. The lab allows students to rotate through a variety of career-based, hands-on exploratory stations throughout grades 6, 7, and 8. Stations were selected based on regional labor market information and CTE program offerings at South Johnston High School. Stations include: biomedical engineering, criminalistics, design and marketing,

electricity and electronics, energy and power, home maintenance systems, intro to culinary arts, intro to computer science, materials processing and design, nursing, personal finance, robotics, and veterinary medicine.

**Public School Unit**

Jones County Public Schools

**Number of Students Served**

93

**Grant Fund Impact**

Students were gained deeper insight concerning certain occupations and how those jobs impact the workforce. They learned about the different salaries offered in certain careers.

**Use of Funds**

All the funds were used to purchase iCEV.

**Public School Unit**

Kannapolis City Schools

**Number of Students Served**

1300

**Grant Fund Impact**

Kannapolis City Schools is committed to empowering students to be successful citizens, leaders and workers in a global community. We believe in providing students with real world skills and practical experiences. We are also committed to developing students who are critical thinkers, problem solvers, collaborative thinkers, ethical in their decisions, and can utilize technology to devise solutions to complex problems. To do so, we must also provide teachers with the necessary tools, resources, and best practices so that our students will be able to meet whatever challenges they will encounter. To that end, the CTE Administrative Team reviewed several products, online platforms, and tools that best provide our staff with the necessary tools to be successful in the classroom. After an exhaustive review, we have settled on iCEV. Upon review, the platform addresses all of the following components. They are as follows:

1. Instructional strategies and guided lesson plans to assist teachers with classroom implementation and differentiation. iCEV lesson plans provide educators with a daily scope and sequence with best practices for utilizing the projects, videos, activities and interactive components found within a lesson. The premade lesson plans reduce teacher preparation time, allowing them time to quickly understand a lesson and engage more effectively with students. The essential questions provided help staff more effectively engage students in their learning. Educators will also find differentiation strategies to ensure that all students have equal opportunities to learn, challenge themselves, and grow.
2. Media-based instructional content for demonstrating and teaching skills required for applicable career areas. A major reason we selected this platform is because of its Instructional content library. As to date, the library houses over 100 courses across several subject areas and all career clusters. We were encouraged knowing that the content is researched based and developed by industry experts ensuring that students are receiving the most up-to-date information. It was also important to learn that the focal point of each iCEV lesson is a video or PowerPoint® Presentation which makes the instructional meaningful to the students. The visual aids also will

appeal to the various learning styles in a classroom. It's also important to state that the platform is constantly evolving and updating in response to industry changes. The Career Exploration package is also available and seamlessly blends in with our Career Continuum.

3. Content delivery for instruction types, including face-to-face, self-paced, and distance or hybrid learning. One important feature of iCEV is its ability to operate as a stand-alone system or integrate into our preferred learning management system, Canvas. This feature allows staff to vary their content delivery type from online only, face-to-face, or a hybrid. Teachers can assign online coursework, and manage the number of attempts, set thresholds, or set up a review system.

4. A focus on mastery-based learning. The CTE Administration team found that the iCEV platform reinforces master-based learning. Its instructional content engages students through hands-on learning experiences. These targeted learning experiences provide deeper learning experiences while exposing students to new career opportunities. We found that the checks for understanding, projects and activities included in each iCEV lesson allow students to apply lesson concepts and master technical skills. The engaging media, large instructional content, and industry certifications ensures students intentionally engage and master knowledge as they prepare for possible careers.

5. Guided projects and activities to incorporate hands-on application of skills. As stated earlier, iCEV projects are designed to provide application based activities that allow students to demonstrate their knowledge through hands-on activities. These activities are developed to help students retain knowledge as they apply their skills learned in the classroom by completing real world scenarios. Detailed instructions are provided to both staff and students that helps provide clarity and ease of use.

6. Reporting features to provide data on student progress. The reporting features on the platform allows educators to view assignments students have completed. Teacher reports displaying individual student and class progress can also be generated through iCEV's

reporting features. This feature allows educators to look at individual and class progress, better-allowing educators to pivot their instructional strategies to meet students' needs. This data will provide teachers the flexibility to customize learning for individual students, in effect, creating a local plan for everyone in the classroom and fostering differentiation. Likewise, a pre- and post-test assessment can be assessed to measure a student's growth prior to certifying. The reporting features are designed to give educators easy access to valuable progress data,

7. Guidance for students to obtain industry certifications. This platform offers 16 industry recognized certifications across eight subject areas that bridges the gap between education and industry. Each credential has a myriad of preparation materials ranging from video to

PowerPoint presentations. The content is easily laid out for the instructor. They may embed it into an existing lesson or use it as a stand-alone activity. Each lesson also includes a series of interactive assessments to allow students to test their knowledge of topics and familiarize themselves with the certification. Once a student has earned their certification, they will receive it immediately so that they may be able to apply it toward job opportunities or in their career choice.

8. Career connections to provide examples of career opportunities. iCEV's career exploration content features over 800 interviews with experts and professionals from various career fields. They connect students to new career opportunities through various unique approaches delivered either as a mini lesson or full robust daily lesson. The platform is designed so that it brings career exports into their classroom, allowing students to hear first-hand from industry leaders.

### **Use of Funds**

Funds from this grant will be used to purchase this platform and rolled out to the five CTE teachers at Kannapolis Middle School. Prior to implementation, the teachers will take part in robust Professional Development in January 2023 where they will be introduced to the online platform, play with the features, and work closely with the Curriculum and Instructional Manager in developing engaging lessons. Throughout the semester, the CTE Director will monitor student and teacher progress. Where necessary, further training will be provided to staff. The costs associated with the platform are as follows:

(2) Middle School Teachers @ \$725.00 each = \$1,450.00. (100) student seats x (2) Teachers @ \$10.00 each = \$2,000.00. Total annual license = \$3,450.00

The annual costs includes \$725.00 each for two teachers to have access to the platform which includes the videos, lesson plans, and PowerPoints. The district will also use the funds to pay for 200 student seats that are transferable. Compared to other platforms researched, iCEV provides the best value for the amount of service it provides.

### **Public School Unit**

Lenoir County Public Schools

### **Number of Students Served**

875

### **Grant Fund Impact**

The Modernization Grant allowed the district to add an Agriculture Education pathway at one of our largest middle schools. The middle school directly feeds an established and successful program at our largest high school. Grant funds provided a means to purchase aligned, hands on curriculum for the students in all of the middle school Agriculture programs.

### **Use of Funds**

State funds were used to purchase Reality Works hands on learning kits. The kits include simulators and aligned lesson plans for the teachers.

### **Public School Unit**

Macon County Schools

### **Number of Students Served**

758

### **Grant Fund Impact**

The introduction of zSpace, a Virtual Reality (VR) Career Exploration program at Mountain View Intermediate School, has revolutionized career exploration for students. This immersive platform allows students to virtually experience various professions, fostering a deeper understanding of career paths. The hands-on approach not only sparks interest but also provides practical insights into the skills required in different fields.

Aligned with academic standards, zSpace seamlessly integrates with reading and science curricula. Students engage with informational texts related to careers, enhancing reading comprehension. Simultaneously, the VR experience reinforces science standards by allowing students to explore scientific concepts in real-world contexts.

The impact is significant, offering a dynamic and interdisciplinary learning environment. Students not only learn about careers but actively experience them, creating a memorable educational journey. This innovative approach not only enriches the career exploration curriculum but also showcases the potential of VR in education. Overall, the implementation of zSpace at Mountain View Intermediate School has resulted in a more engaged and informed student body, better preparing them for future academic and career endeavors.

### **Use of Funds**

Funds were used to purchase zSpace laptops, software and professional development.

### **Public School Unit**

McDowell County Schools

### **Number of Students Served**

1001

### **Grant Fund Impact**

Teachers have used the animal science training tools to engage students in animal science and veterinary science topics, and explore agriculture careers with the knowledge and skills necessary to succeed in their future careers. Through the instructional content, students have learned about diverse career areas and demonstrate high-demand skills in today's workforce. The materials bring the lesson concepts to life and appeal to various learning styles. The content has enabled the teacher to apply visuals to ideas and teach students skills through tutorials and demonstrations conducted by industry experts. This is helping prepare the students for our high school CTE classes.

### **Use of Funds**

The Reality Works Animal System (\$50,000) was purchased for our middle school ag program. The modules included:

Sheep Model

Bovine Injection Simulator with Stand

Cow Anatomy 3D Flip Chart with Stand

Beef & Pork 3D Meat Cuts Poster

Bovine Fetal Development Models

Swine Litter Processing Simulators

Butcher Beef Cut Models

Butcher Pork Cut Models

Cow Model

Ruminant Model

Horse Model

Horse Stomach Model

Pig Model

Pig Stomach Model

Chicken Model

Cow Uterus Model

Pig Uterus Model

Horse Uterus Model

Small Dog Model

Cat Model

Large Dog Skeleton Model

Small Dog Skeleton Model

Cat Skeleton Model

Goat Model

Cow Udder Model

Cow Hoof Model

Bovine Breeder with Palpation (Brown), 100 Latex free

gloves (100/pack), AI barb Style Gun, and Online

Curriculum (Brown)

Agriculture Employability Scenario Cards 10

Horse Hoof Model

Bovine Milking Udder Simulator

Large Dog Model

### **Public School Unit**

Mitchell County Schools

### **Number of Students Served**

412

### **Grant Fund Impact**

Students were impacted with career exploration modules that had hands-on experiential learning tools which provided an engaging and interactive way for students to demonstrate skill mastery through real-world scenarios and simulations. These modules included career exploration materials. Students were able to explore pathways through these modules that will assist them when making career pathway plans in high school. Students were engaged in their learning using problem-based, real-world activities. Students were also able to discover more of their interests and aptitudes while using these modules.

#### **Use of Funds**

State funds were used to purchase Paxton Patterson labs to be used in middle school STEM/Career Exploration courses.

#### **Public School Unit**

Montgomery County Schools

#### **Number of Students Served**

750

#### **Grant Fund Impact**

Transfr VR (virtual reality) creates classroom-to-career pathways by training the next generation of workers for well-paying jobs across every industry by teaching critical skills for an in-demand jobs through hands on, simulated trainings. Transfr VR is considered an economic development platform that works together with community organizations, workforce development groups, educational institutions, and industry leaders. Transfr VR will help to create better futures for workers, employees, and communities. Transfr VR has hands on simulation that teaches necessary skills that allow people to get on a path for a well paying job by showcasing job skills. In addition, Transfr VR allows students to explore different careers. Transfr VR takes existing workplace environments and replicated it into virtual reality by mimicking all aspects, equipment, and potential scenarios that employees are faced with in their day-to-day jobs through an in depth design and development process.

#### **Use of Funds**

purchase 10 all access virtual reality headset licenses to outfit our investigate careers lab that will travel between the two middle schools. Each all access headset license is \$5,000.00 each year for a total cost of \$50,000.00.

#### **Public School Unit**

New Hanover County Schools\*\*

#### **Number of Students Served**

1200

#### **Grant Fund Impact**

PRC 023 will provide New Hanover County Schools CTE Program an opportunity to offer career exploration and related skills training to students in grades 6-8. Students at the identified middle schools face challenges with access to high skill, high wage employment opportunities. Providing career exploration labs will allow students who are identified as special populations and in low wealth communities the opportunity to explore careers and

make better informed decisions on future pathways. New Hanover County Schools CTE program goals for this school year are focused on providing rigorous academics at every grade level so students will demonstrate a readiness for productive citizenship, as well as higher education opportunities and meaningful employment.

Through the use of this grant the CTE program will be allowed to implement, enhance, and sustain a high quality curriculum. Additionally, modernized opportunities for special populations students to participate in the labor market through specialized career exploration programs/activities that have been designed to prepare special population students for careers.

Career exploration labs engage students in authentic problem-based learning experiences as they discover their interests and aptitudes. We will use the funds to provide labs in three middle schools that deliver content in varied instructional types (hybrid learning). Instructional delivery formats will provide a means to incorporate multiple learning styles. The main career exploration curriculum is housed within the local management system (LMS) . It is through this LMS that students are given access to complete guided projects and activities to incorporate hands-on application skills. The system is strongly focused on providing mastery-based learning; there are multiple checkpoints for the student to reaffirm the information presented in class and in the LMS. Some additional checkpoints are offered through knowledge checks and critical writing. The critical writing assessments provide students with an analytical tool to express their understanding. Classroom teachers will help facilitate the student's skills, in using the critical writing assessments. The career exploration lab provides students with a visual tool to enhance retention and assists in establishing relevant career connections. Additionally, this career exploration curriculum will provide students with a visual reference as they begin career development instruction.

### **Use of Funds**

The modernization grant funding of \$49,995 (\$16,665 per school) supplies the initial cost for beginning career exploration labs at three middle schools. Funding will be utilized to purchase access for the Learning Management System and instructional supplies and modules for the career exploration labs. There is no cost too small or too large to prepare students for high-wage, high-growth career areas in New Hanover County. The reasonableness of costs is the stretching of the dollars to offer this opportunity of modernization at their middle schools instead of one. An individual

school generally costs upwards of \$50,000; however, time is of the essence to modernize three at-risk schools that will impact the lives of aforementioned student demographic.

*\*\* Report not received from New Hanover County Schools. This information was provided by the LEA when applying for the grant. The district has had a transition in leadership recently.*

### **Public School Unit**

Newton-Conover City Schools

### **Number of Students Served**

500

### **Grant Fund Impact**

Students were able to utilize the iCEV platform in 3 classes: EY10: Exploring Personal Characteristics and Careers, BY 13: Exploring Business Principles and Leadership and in EY13: Exploring Careers and Employment to provide students with an interactive platform for skills and background knowledge in business skills and in career



development. This also provided activities for students to understand many topics including Career Clusters, Soft Skills, and Personality and Learning Style inventories.

**Use of Funds**

The iCEV platform modules were used in CTE Business and Career classes for all grade levels 6-8 as a supplemental interactive resource for instruction for soft skills, career interest inventories, and for interactive lessons on career clusters and career development.

**Public School Unit**

Northampton County Schools

**Number of Students Served**

150

**Grant Fund Impact**

Our district was able to provide students with hands on learning and career exposure to a variety of careers.

**Use of Funds**

Our district was able to purchase Paxton Patterson Modules for our middle schools.

**Public School Unit**

Orange County Schools

**Number of Students Served**

88

**Grant Fund Impact**

Students (7th and 8th graders) in the exploring healthcare courses in the fall 2023 have been able to use the Paxton Patterson module-based lessons to explore concepts in dentistry, EMT, medical imaging, mental health, ophthalmology, sports medicine and therapeutic services through hands-on learning.

**Use of Funds**

The state funds provided through PRC 023 CTE Modernization Grant were used to purchase the seven module-based lessons directly from Paxton Patterson. The purchase did include professional development for the teacher of record from a Paxton Patterson trainer.

**Public School Unit**

Pender County Schools

**Number of Students Served**

1350

### **Grant Fund Impact**

PCS CTE was able to use TransfrVR to implement career exploration that engaged middle grades students in career exploration and authentic work-based learning experiences as students discovered their career interests. This platformed exposed students to authentic careers and empowered them to explore industries in all 16 career clusters. This equipment and platform was placed in every middle grades CTE classroom in PCS. Students had the opportunity to participate in hands on simulation training that provided an immersive learning environment that gave them real world experience in the skills they need for well paying jobs and industries. This model helped us to improve access and equity by increasing access to educational opportunities that are often unavailable to rural or under resourced schools.

### **Use of Funds**

State funds were utilized to purchase TransfrVR Virtual Reality Career Exploration Headsets

### **Public School Unit**

Perquimans County Schools

### **Number of Students Served**

97

### **Grant Fund Impact**

We were able to offer a new pathway for middle school students in the area of Health Science to align with industry demands in our community. It is one of the fastest growing pathways. Students have been able to explore different areas of the health care industry and spark interests in students to take the health science pathway in high school.

### **Use of Funds**

We purchased the Paxton Patterson Health Science Pathways Modules

### **Public School Unit**

Pitt County Schools

### **Number of Students Served**

78

### **Grant Fund Impact**

It has kick started our students into thinking about their future and what interests them as potential career options. Often middle school students see adult life as many years away and do not realize that they can begin setting themselves up for success starting now. The lab has introduced potential career pathways and potential career options to students that they did not think about previously. Students are so excited by this course they want to take it both semester or are constantly asking how they enroll in the course. It has also provided more opportunities for our middle school students to partner with their local high school to look at their CTE offerings and collaborate together. This lab has been a true blessing to our students as it is preparing them to make better informed career related decisions once they are in high school.

### **Use of Funds**

This grant allowed us to add 2 new Paxton Patterson labs at two of our K-8 schools for use with the middle school students. Because of this, we now have a Career Exploration and/or STEM lab in all of our 6-8th grade programs. The following modules were purchased for each of these schools: Employability Skills, Personal Finance, Intro to Computer Science, Intro to Engineering & Design, Lifetime Nutrition & Wellness, Environment and Ecology, and Intro to Health Careers.

### **Public School Unit**

Roanoke Rapids Graded School District

### **Number of Students Served**

234

### **Grant Fund Impact**

Chaloner Middle School students have the opportunity to continue career exploration through experiential learning in grades 6-8. Students enjoy having real world scenarios and hands on activities that allow them to problem solve.

### **Use of Funds**

State funds were used to purchase Paxton Patterson College and Career Ready labs for 2 middle school teachers. The labs are used in our middle school in conjunction with course curriculum in the Computer Science, IT and Tech Education, Career Development and our Family and Consumer Sciences programs.

### **Public School Unit**

Rockingham County

### **Number of Students Served**

240

### **Grant Fund Impact**

With the Modernization Grant we were able to update two of our computers labs at Reidsville Middle and Holmes Middle School. These update has allowed us to offer Computer Discoveries I and Minecraft courses to our middle school students. We were also provide students at Western Rockingham County Middle School with a 3D printer to use in their STEM courses

### **Use of Funds**

With the Modernization Grant we were able to update two of our computers labs at Reidsville Middle and Holmes Middle School. These update has allowed us to offer Computer Discoveries I and Minecraft courses to our middle school students. We were also provide students at Western Rockingham County Middle School with a 3D printer to use in their STEM courses

### **Public School Unit**

Rowan Salisbury Schools

**Number of Students Served**

600

**Grant Fund Impact**

CTE students at Southeast Middle School are engaged in career exploration through Paxton Patterson modules. Students are able to experience authentic problem-based experiences as they discover their interests and aptitudes. The Paxton Patterson platform provides students with needed connections to their academic content as well. The majority of Southeast Middle School students are excited for their turn in the CTE Paxton Patterson class; building CTE enrollment interest.

**Use of Funds**

Modernization grant funds were used to develop a Paxton Patterson middle school pilot at Southeast Middle School. 14 Paxton Patterson modules now support our reorganization and realignment efforts for our middle schools; starting with Southeast Middle School. The 14 Paxton Patterson modules allow students to have hands-on experience in CTE. In addition to the modules, two staff members received Paxton Patterson professional development through the use of grant funds.

**Public School Unit**

Rutherford County Schools

**Number of Students Served**

1097

**Grant Fund Impact**

The iCEV Middle School Digital Literacy and Career Exploration curriculum materials are helping our students at CHASE Middle School, East Rutherford Middle School, and R-S Middle School prepare for and earn certifications and stackable credentials.

**Use of Funds**

The State funds were used from the Modernization Grant to purchase iCEV Middle School Digital Literacy and Career Exploration curriculum materials.

**Public School Unit**

Scotland County Schools

**Number of Students Served**

1253

**Grant Fund Impact**

iCEV is a provides instructional content for CTE courses in middle school to assist students with the knowledge necessary to succeed in future careers. Teacher utilize iCEV in their to classrooms to supplement instruction.

**Use of Funds**

The funds were used to purchase the iCEV platform for our district in grades 6th through 8th.

**Public School Unit**

Stanly County Schools

**Number of Students Served**

1950

**Grant Fund Impact**

The grant was used to purchased Major Clarity for middle school students. Student now have access to career exploration.

**Use of Funds**

The entire amount was used to purchase Major Clarity for 4 years.

**Public School Unit**

Thomasville City Schools

**Number of Students Served**

378

**Grant Fund Impact**

Future and Career Ready Labs project expanded student access to participation in Science, Technology, Engineering, and Mathematics (STEM) through Career and Technical Education (CTE) pathways. Students were exposed to future industry and career awareness activities. Students were involved in career awareness activities, providing increased access to STEM and Manufacturing learning opportunities for traditionally underrepresented students, and increased the number of students taking STEM and Manufacturing pathways.

**Use of Funds**

The grant funds were used to completely transform the schools' CTE learning environments into Future Career Ready Labs with emphasis on open collaborative spaces and makerspace workstations. The grant provided the much-needed funds to assist the schools in acquiring needed materials, supplies, equipment, technology (IPads) and professional development to support our middle schools in offering successful CTE pathways with an emphasis on STEM and Manufacturing, serving students in low- income communities in TCS. Paxton Patterson Career Ready labs (Flight and Drone, Materials Processing and Design, Research & Development and Structural Engineering labs) were purchased with grant funds.

**Public School Unit**

Transylvania County Public Schools

### **Number of Students Served**

746

### **Grant Fund Impact**

Our Middle school students have been provided Instructional strategies and instructor / self guided lessons to help them learn about certifications and licensure for different professions. Instruction was provided through quality media-based instructional content for demonstrating skills required for applicable career areas. By providing face-to-face, self-paced, and hybrid learning opportunities we have been able to reach all of our students at deeper level. Guided projects and activities were incorporated into hands-on application of skills needed to accomplish their goals and projects.

### **Use of Funds**

Purchased Software and program that provided Teacher resources which included interactive lessons, presentations, videos, activities, assessments, and technology-focused projects. Curriculum is designed for both synchronous and asynchronous classroom learning. Enough modules to provide instruction for the semester with focuses on a specific competency and included skills, checks and quizzes to check student progress and learning. Course has activities in each module with a capstone project. Rubrics and checklists are included to guide student experiences and learning. Includes Industry Exam Prep Activities & Preparation resources and each course ends with a module for College & Career Exploration that includes career path exploration, college options and talent portfolio lessons. We also purchased equipment needed to perform tasks that allowed the students hands on opportunities to work with current industry type machines and software.

### **Public School Unit**

Vance County Schools

### **Number of Students Served**

743

### **Grant Fund Impact**

Students are using the Paxton Patterson labs to simulate career experiences in various career pathways. Grades 6-8 have the opportunity to explore careers for 30-55 (depending on the semester schedule) minutes each day as an elective. This has impacted our students as it is preparing them for high school classes, internships and job shadowing opportunities and an abundance of workforce development. Students that engage in the lab are prepared to meet the growing industry needs in our local, regional, and national areas. The infusion of funds has enabled the integration of technology into the curriculum. Students are now equipped with digital skills and are familiar with industry-relevant tools and software. This not only enhances their academic experience but also provides them with a competitive edge in the evolving job market.

### **Use of Funds**

The funding provided through this grant was greatly needed to support students in middle grades. With the funds the district purchased Paxton Patterson Career Labs for Vance County Middle School. The grant has facilitated the creation of modern and technologically advanced learning environments for students. The funding upgraded classrooms and facilities that provide students with access to cutting-edge tools and resources, fostering a conducive atmosphere for skill development and hands-on learning.

**Public School Unit**

Wake County Schools

**Number of Students Served**

400

**Grant Fund Impact**

Students gained knowledge and experience in STEM concepts through hands-on learning and simulations in Robots, Rockets and Transportation modules. They explored scientific and career concepts that will enable them to better select high school CTE pathways.

**Use of Funds**

Funds were used to purchase Career Expedition modules from Pitsco. The district purchased equipment and consumable supplies for Robot, Rocket and Transportation modules.

**Public School Unit**

Warren County Schools

**Number of Students Served**

373

**Grant Fund Impact**

For students in grades 6 through 8, the modernization grant's support of technology integration has produced significant benefits. It has facilitated the integration of technology into the curriculum, providing students with crucial digital skills and proficiency in industry-specific tools and software. This integration enhances their academic experience and gives them a competitive advantage in the constantly changing job market. Furthermore, by utilizing Paxton Patterson labs, students can delve into various professions while using technology, augmenting their preparedness for prospects.

**Use of Funds**

The allocation of state funds through the Modernization Grant was essential for Warren County Schools to support students in the middle grades. It allocated funds for acquiring Paxton Patterson Career Labs, effectively addressing a significant necessity within the district. The allocation of resources towards career-oriented education will undeniably yield advantages for students, giving them invaluable opportunities for career exploration and enhancing their skill set.

**Public School Unit**

Wayne County Public Schools

**Number of Students Served**

126

### **Grant Fund Impact**

WCPS Alternative school used this grant to close a gap, as it pertains to the ability to participate in Career Exploration Activities traditional middle schools in the district enjoy. This grant leveled the playing field and career exploration modules through Paxton-Patterson. This array of career exploration, hands-on labs gave/giving these at-risk students exploratory knowledge and hand-on experience in the career choices and pathways of their choosing.

### **Use of Funds**

Drafting & Design (CADD) - \$2,395, Computer Graphics & Game Development - \$2,795, Electricity & Electronics - \$5,695, Emergency Medical Technician - \$3,795, Employability Skills - \$1,695, Environment & Ecology - \$2,495, Home Maintenance Fundamentals - \$2,995, Introduction to Child Development - \$2,395, Introduction to Computer Science - \$2,295, Introduction to Culinary Arts - \$3,995, Introduction to Engineering & Design - \$2,995, Lifetime Nutrition & Wellness - \$2,995, Personal Finance - \$1,695, Veterinary Medicine - \$3,995, and set-up/training charges of \$4,200 will be purchased.

### **Public School Unit**

Weldon City Schools

### **Number of Students Served**

91

### **Grant Fund Impact**

The students were excited to participate in the hands-on, collaborative experiences while exploring different careers. Participating in the different labs allowed students to discover what they like and what they are good at. It also allowed middle school students to decide on what career pathway they wanted to pursue when they reach high school.

### **Use of Funds**

State Funds from the CTE Modernization Grant were used to purchase different modules and supplies from Paxton Patterson College & Career Lab. The different labs we purchased were Hospitality & Tourism Management, Employability Skills, Video Production, Computer Graphics & Animation, Digital Audio Production, Intro to Child Development, Intro to Culinary Arts, Laser Technology, Flight & Drone Technology, and Intro to Computer Science.

### **Public School Unit**

Wilson County Schools

### **Number of Students Served**

200

### **Grant Fund Impact**

Students were able gain experiences with new livestock and learn how to update current facilities to meet the needs of additional farm animals.



### **Use of Funds**

Funds were used to update the farm pasture, new livestock trailer, additional livestock, and other day to day functions.

### **Public School Unit**

Yancey County Schools

### **Number of Students Served**

543

### **Grant Fund Impact**

This grant allowed us to serve all students in 7th and 8th grade in CTE and PLTW classes. We used the grant to purchase a subscription to the iCEV online curriculum which allowed these students access to exploratory courses aligned to pathways offered at the high school and through the Career and College Promise pathways offered through our local community college. These online courses exposed students to content they would otherwise would not have been able to access. This gave students the opportunity to consider a broader set of potential career pathways as they explored potential careers and began making decisions regarding the future pathways they want to pursue.

### **Use of Funds**

These funds were used to purchase a subscription to the iCEV online platform and used to deliver online CTE course content for all 7th and 8th grade students in our district. iCEV provides:

#### Guided Lesson Plans

iCEV premade lesson plans mitigate the time it takes for teachers to prepare for class, allowing them to quickly understand a lesson and engage more effectively with students. Inside an iCEV lesson plan, educators will find best practices for using the projects, videos, activities, and interactive components within a lesson. Various implementation strategies can also be found within iCEV lesson plans to ensure educators keep students engaged through experiential learning, interactive activities, and other varied instructional strategies. Educators will also find differentiation strategies, including accommodations, modifications, and extensions.

#### Instructional Content

iCEV offers over 200 courses across 11 CTE subject areas and 16 Career Clusters. This content is written using scholarly and technical sources as well as insight from industry experts to ensure students engage with relevant and up-to-date concepts and skills used in the real world. Through media-based content, students learn about diverse career areas and demonstrate skills in high demand in today's workforce. The focal point of each iCEV lesson is a video or slide presentation, bringing the lesson to life and appealing to various learning styles.

#### Methods of Instructional Delivery

As a certified Learning Tools Interoperability (LTI) product, iCEV can serve as its own Learning Management System (LMS) or be seamlessly integrated into any LMS that uses LTI 1.0, LTI 1.1 or LTI O Outcomes Management v1.0. iCEV LMS integrations cater to various content delivery types, including face-to-face, self-paced and distance or hybrid learning. For educators who deliver content through distance or hybrid modality, iCEV LMS

integrations streamline the grading and pass-back process and make hybrid learning successful by tailoring the learning format to the needs of the teacher and students.

### Projects & Activities

iCEV projects and activities play an integral role in the mastery-based learning process, in which students apply synthesized knowledge through cognitive and hands-on learning experiences. After students complete the video or slideshow segment, they engage with projects and activities designed to challenge them to apply what they've learned. As the application piece of iCEV's curriculum, projects and activities increase knowledge retention by having students solve problems reflecting real-world scenarios.

### Mastery-Based Learning

iCEV's instructional content reinforces mastery-based learning by employing diverse implementation strategies, media-rich lessons and scaffolded support for students as they learn. Lessons on iCEV begin with a video or slide presentation segment to engage students' cognitive learning skills. Following the video or presentation, students work on projects and activities in which they apply the concepts or subjects discussed in class. After completing assigned work, students then take an assessment to test their knowledge and reinforce concepts learned throughout the lesson.

### Reporting Features

iCEV's reporting features support CTE educators in monitoring and recording students' grades and academic progress, adding value to students' educational experiences and easing educator workloads. Reporting features on the iCEV platform allow CTE educators to view several types of student assignments. Teacher reports displaying individual student and class progress can also be generated through iCEV's reporting features. This feature allows educators to look at individual and class progress, better allowing educators to pivot their instructional strategies to meet students' needs.

### Industry Certifications

The iCEV Testing Platform tests for 18 industry certifications across 11 subject areas. By

utilizing the iCEV platform, nationally and internationally recognized organizations bring industry-based standards into CTE classrooms. Each certification hosted on the iCEV testing platform has a playlist of optional preparation materials, including video and PowerPoint lessons created in collaboration with industry partners to teach and reinforce professional standards. These materials include lesson plans, activities, research projects and final assessments with questions drawn from actual industry exams. In addition to these hosted certifications, iCEV also aligns with 60+ other certifications not hosted on the iCEV Testing Platform.

### Career Connections

iCEV's content spans 16 Career Clusters and 200 courses to ensure all students, regardless of subject area, are connected to career opportunities. iCEV features more than 800 interviews with experts and professionals from various business and industry backgrounds, as well as personal and professional development content to promote college and career readiness in students. iCEV connects students to the career world through various unique approaches delivered as either complete lessons or smaller activities to ensure students are exposed to a wide scope of industries and careers.

## **REPORTS FROM PUBLIC SCOL UNITS ON ANCILLARY ITEMS NECESSARY FOR THE CTE PROGRAM GRANT**

**Public School Unit**

Alexander County Schools

**Number of Students Served**

231

**Grant Fund Impact**

Funds from this grant have been used to purchase and create hands-on Career Investigation Labs. This has allowed students to work in stations to learn about the career pathways and related high school CTE courses that will be available for them. Labs were used in Summer Camps with middle and high school attendees, as well as have been taken to 4 elementary schools for 5th graders to explore under the supervision of CDCs, NTHS and CTE leadership students. The Career Investigation labs have ensured that career conversations are being held early, often, and progress through students' educational careers. An unanticipated positive impact has been the leadership skills expanded upon by current high school students who have supervised the stations. More groups are planned for the second semester. However these exploratory, hands-on activities have ensured that upper elementary and middle school students are engaged and informed about careers and CTE opportunities in Alexander County Schools at a level that has never been done before.

**Use of Funds**

Funds were used to purchase materials and equipment for Career Investigation Labs in the areas of Agriculture, Health Science, and Trades from vendors such as Reality Works, Nasco, and local hardware stores. Examples of Agriculture lab materials include: hen, cow, pig, and horse models, track molds, bovine injection simulator, remote control tractor pull, chicken kit, and greenhouse insects model kit. Examples of health science materials include: geriatric simulator kit, taping and wrapping simulation kit, infant vital signs trainer, manikin, epi pen and AED trainers, blood pressure monitor. Examples of Trades materials include electrical wiring kit, hands tool kits (hammers, drills, nails, skill saw), tape measures, nail guns. Additionally portable storage containers, folding table, and canopy tents were purchased in order to organize and be able to display Career Investigation Labs.

**Public School Unit**

Buncombe County Schools

**Number of Students Served**

250

**Grant Fund Impact**

This grant provided the opportunity to purchase tools and equipment similar to what students will see in the workforce, update the agriculture shop with some modern items, as well as build items for the entire school community.

**Use of Funds**

The funds from this grant were spent on an Edwards 55 Ton Ironworker, 5 Miller Thunderbolt 210 stick welders, a Miller Spectrum 625 X-Treme plasma cutter, a cordless Dewalt grease gun, a mobile welding cabinet for the plasma cutter and a welder, and some feed rollers for the Ironworker.

**Public School Unit**

Caldwell County Schools

**Number of Students Served**

138

**Grant Fund Impact**

The ancillary grant funds were used to purchase ventilation equipment for the Agriculture Mechanics program at South Caldwell High School. The impact of this facility improvement has been an increase in student enrollment and student interest. Students are now able to participate in more welding activities and complete more welding projects with the new renovations. Student interest is increasing and for the 2023-2024 school year we added an additional Agriculture teacher to take care of the enrollment overload.

**Use of Funds**

The funding provided by this grant allowed our CTE program to improve facilities and air quality systems for the Agricultural Mechanics Program at South Caldwell High School. The welding process produces visible smoke that contains harmful metal fume and gas products. In welding shops, proper ventilation is required to prevent exposure to chemicals that can create health issues. The current system in the lab was outdated and was previously used by CTE programs during woodworking and cabinetry construction. The lab was converted to Agriculture Mechanics Lab during the 2020-2021 school year during COVID, which halted lab construction and setup. The existing ventilation system did not function properly due to the size of the ductwork and did not create enough CFM's to remove dangerous fumes in the lab and work area and was not in compliance with OSHA regulations. The lab was established and had updated equipment for welding but could not be best utilized due to poor ventilation.

The funds requested were used to remove the old and insufficient exhaust system and purchase new air duct, fan, two exhaust hoods, and air dryer to regulate air above the plasma cutting table and separate air/water to keep moisture out of the plasmas air supply. As stated in the equipment guide for AS32 - Agricultural Mechanics II a proper air filtration system is required equipment for this course to ensure safety in the classroom/laboratory settings.

**Public School Unit**

Camden County Schools

**Number of Students Served**

450

**Grant Fund Impact**

The grant fund that enabled the acquisition of Nursing Fundamentals equipment and ancillary items for Career and Technical classrooms in Camden County has had positive impacts on students. The grant has facilitated the purchase of essential nursing fundamental equipment, such as medical simulation tools, anatomical models, and other hands-on learning materials. This has provided students with more realistic and immersive learning experiences, allowing them to better understand and practice crucial nursing skills. The inclusion of a laser engraver in the department provides students with a tool for creative expression and innovation, allowing them to explore design and fabrication in both artistic and technical contexts.

Hand tools for the construction classes empower students to engage in practical, hands-on projects, fostering creativity in problem-solving and project execution. The inclusion of up-to-date equipment aligns classroom instruction with industry standards, ensuring that students are exposed to the latest tools and technologies used in the field. This exposure enhances students' confidence and competence, making them more competitive and better prepared for entry into the workforce. Access to updated and relevant equipment will help better prepare students for certification exams and licensure requirements. The hands-on experience gained through the use of these resources contributes to increased confidence and competence among students as they enter the professional workforce. Students who have benefited from the grant fund are more likely to enter the workforce with a higher level of readiness. The practical skills acquired during their education, supported by the use of modern equipment, make them more attractive to employers seeking well-prepared and skilled nursing professionals.

Educators have been able to implement innovative teaching methods, leveraging the new equipment and ancillary items to create dynamic and interactive lessons. The grant has facilitated the professional development of instructors, empowering them with resources to stay current with industry trends and teaching methodologies.

In summary, the grant fund for nursing fundamental equipment, a laser engraver, hand tools for construction classes, and other ancillary items has positively impacted students by diversifying skill development, enhancing creativity and innovation, providing industry-relevant training, promoting safety and precision, increasing student engagement and motivation, creating cross-disciplinary learning opportunities, and preparing students for modern work environments.

### **Use of Funds**

The funding was used to purchase equipment in the following areas: Construction, Health Science and Public Safety.

Construction purchases: Laser engraver (which is shared by the entire department), multiple updated hand tools for the program area.

Health Science: new Hospital bed, wheelchair, manikins, vocabulary tiles, and other needed equipment from the equipment list for Nursing Fundamentals to be able to offer that course in the 23-24 school year.

Public Safety/Fire: equipment needed for storage of turn out gear and hands on training.

### **Public School Unit**

Cumberland County Schools

### **Number of Students Served**

500

### **Grant Fund Impact**

Students were able to deepen their application of agriculture education course standards, participate and advance in CTSO competitions, and participate in livestock shows locally and the state level.

### **Use of Funds**

State funds were used to enhance Animal Science, Equine Science, and Horticulture programs in two of the largest Agriculture Education programs in the district. Animal and Equine Science programs were enriched with livestock scales and pregnancy testers as well as monitoring equipment to help ensure 24 hour animal

and barn safety. Horticulture programs were able to receive cultivators for seedbed preparation and greenhouse equipment.

### **Public School Unit**

Deaf and Blind Schools

### **Number of Students Served**

55

### **Grant Fund Impact**

The electronic utility vehicle purchased with the Ancillary Grant allows for easy hauling, transporting, and storing of materials at the North Carolina School for the Deaf. This makes agricultural projects on campus more efficient and accessible for students. For example, earlier this semester, students engaged in a farm to table sunflower project where they harvested sunflowers and made sunflower oil. Students cut the sunflowers from the field, collected them in the back of the utility vehicle and the Agricultural Teacher was easily able to transfer them back to the ag classroom for students to continue their project.

Prior to the grant, doing this type of project was much more difficult to set up and arrange given the distance the the garden is from the classrooms and the time it would take to get the materials from the garden back to the classroom to complete the project. Students are much more engaged and there is an increase of time on task. They are increasing their communication and collaboration skills as they work as a team to grow and harvest crops. These types of projects also help increase their appreciation of farmers as well their understanding of food production.

### **Use of Funds**

An Electric Utility Vehicle was purchased to help maintain two garden areas and a high tunnel. One of the garden areas and the apiary is 1600 feet, "3/10 mile" from the classroom. The vehicle is now used to transport material and supplies for maintenance. The high tunnel and other garden space is 800 feet, "2 1/2 football fields" and the vehicle helps ensure that weekly educational activities can be provided to the middle and high school students enrolled in the agricultural courses.

### **Public School Unit**

Duplin County Schools

### **Number of Students Served**

180

### **Grant Fund Impact**

Thanks to the ancillary grant Duplin County Schools was able to remodel an old culinary lab to add a Family and Consumer Science food and nutrition program at Wallace-Rose Hill High School. Currently, the program is filled to capacity and our local business and industries are excited at the work-based learning opportunities and potential employees the program will provide to the community.

### **Use of Funds**

The state funds were used to purchase new cabinets, appliances, and other supplies needed to remodel and create a food and nutrition lab.

**Public School Unit**

Franklin County Schools

**Number of Students Served**

250

**Grant Fund Impact**

Students that participate in the Paxton Patterson College and Career Ready Lab will engage in authentic problem-based learning experiences as they discover their interest and aptitudes. The students will be exposed to Career Clusters that will help them identify a pathway that they might be interested in pursuing in high school and beyond.

**Use of Funds**

Ancillary grant state funds were used to complete the purchase of the Paxton Patterson College and Career Ready Lab for one of the district middle schools. Funds in the amount of \$11,085 were utilized to pay for lab equipment and an additional \$20,000 was utilized for specialized tables and chairs for the Paxton Patterson College and Career Ready Lab.

**Public School Unit**

Jackson County Schools

**Number of Students Served**

120

**Grant Fund Impact**

Modernization grant provided a greenhouse for the middle school agriculture program at Cullowhee Valley School. The program is young in its inception and the addition of the greenhouse has provided a valuable workspace and student learning space for the students there. The grant also provided upgrades to Blue Ridge Early College for its agricultural drone program to provide new, safer garage doors in the lab facility.

**Use of Funds**

New Greenhouse and supplies necessary for outfitting greenhouse for middle school students; new garage door for safe operation for Agriculture/Drone technology program.

**Public School Unit**

Lee County Schools

**Number of Students Served**

500

### **Grant Fund Impact**

We currently offer programs to our middle grade students in the areas of: Agriculture, Business, STEM, and Health Science. The traveling trailer allowed us to expand our student opportunities to include all trade areas: Masonry, Construction, Electrical, Plumbing, and include Advanced Manufacturing. It also allowed us to provide short targeted lessons within schools that were informative and not overwhelming in terms of time consumption. Our goal is to better ensure students are well informed and have had an opportunity to explore career interest and understand their abilities and aptitudes. These activities are used in conjunction with Major Clarity to provide a platform and additional options for all students to explore careers. Our first opportunity to utilize our trailer was during our summer camps provided for middle school aged students. Short lessons were completed each day to explore viable and interesting careers that students may wish to pursue. Students were very engaged participating in the activities and gaining surface level knowledge about new careers. Parents were very complementary of our efforts and encouraged us to implement into other areas of our CTE programs.

We are also focusing our efforts on providing this same level of instruction and integration into our middle school programs during the school year. As with the summer, student engagement is positive and teachers are very receptive to integrating opportunities into their daily schedules. We are currently using our staff to manage during the year with hopes of finding a part-time or full-time person to provide a more sustainable permanent option.

### **Use of Funds**

Funding was used to purchase a traveling trades trailer and supplies to be used at the middle and alternative schools to promote career exploration. The items purchased were necessary to deliver application based activities that would provide students with hands-on experiences to better form opinions and beliefs about career options. All activities promote the local needs of our business partners and the future projected needs as we move forward as a district. Masonry, Construction, Electrical, Plumbing, Programming, Drones and Advanced Manufacturing are all represented within programs explored.

### **Public School Unit**

Lenoir County Public Schools

### **Number of Students Served**

875

### **Grant Fund Impact**

The Ancillary Grant allowed our district to add an Agriculture pathway at one of our largest middle schools. The middle school feeds an established and successful Agriculture program at our largest high school. Additionally, funds were used to upgrade equipment at a second middle school Agriculture program in the county. This upgrade affords students to experience Agriculture education with modern, up to date equipment that is industry aligned.

### **Use of Funds**

State funds were used to purchase collaborative classroom furniture for the new Agriculture program. The chairs and desks are separate, not a modular desk combo, allowing for flexible seating and collaborative student work. Additional funds were used to upgrade the fencing for the rabbit run at the second middle school Agriculture program.



**Public School Unit**

Montgomery County Schools

**Number of Students Served**

750

**Grant Fund Impact**

The Mobile Career Investigation Lab is outfitted with activities related to Career Exploration and will host different career weeks for the middle school students to circulate through. The main activity for exploration will be the Transf VR Headsets that will provide simulation opportunities for students that is being requested in the Modernization Grant. With the Career Investigation Lab being mobile, all middle school students in Montgomery County Schools will be able to access.

**Use of Funds**

Mobile Career Lab on Wheels - The shell of the mobile lab (not outfitted- just the mobile storage unit ) - \$15,000.00

Office Items for Mock Interview - Desk, chairs, cubical construction - \$ 3,000.00

Items to outfit (career posters, college going culture posters, etc..) the Career Investigation Lab to make it appealing for career exploration \$2000.00

Items to outfit for specific career simulations - For example: agriculture items to outfit for ag career week, healthcare items to outfit for healthcare career week, etc.. 10,000.00

**Public School Unit**

Nash County Public Schools

**Number of Students Served**

300

**Grant Fund Impact**

This purchase allows students in the Southern Nash High School Agriculture program the opportunity to build employability skills through actual practice of handling and transporting animals. The Ancillary Grant funding supports students in a manner which otherwise they will not have access. The livestock trailer is utilized by current and future students. Therefore, the estimated number of at-risk and disabled students benefiting will grow by thousands. All students including at-risk and disabled students are engaged in animal handling activities that allow them to practice, learn, and grow while building experience, earning credentials, and participating in internship opportunities. The activities involving utilizing the livestock trailer allows students to build connections with companies and employers in the livestock industry; therefore, giving students the platform and networking possibilities of gaining immediate employment after high school or in the future after their post-secondary aspirations.

**Use of Funds**

Nash County Public Schools utilized the Ancillary Grant funds to purchase a livestock trailer for the Southern Nash High School Agriculture program. This trailer assists in providing students learning

opportunities related to course topics and standards. The Animal Science course essential standards support workplace readiness skills through authentic experiences in livestock production. Southern Nash is fortunate to have working facilities for sheep, cattle, goats, and horses on the campus. Through two levels of Animal Science, students learn practical skills they can use in their own production opportunities. In level 1, students learn about animal behavior and their responses to different situations and circumstances in production. Teaching students to recognize how to safely work with livestock is important. Not only does the trailer allow for the basic transportation of animals, but it allows students to learn valuable skills in loading and unloading animals, equipment maintenance, and best practices in transporting animals.

### **Public School Unit**

Onslow County Schools

### **Number of Students Served**

400

### **Grant Fund Impact**

The greenhouse will allow middle school students in the AG classes to have a hands-on experience with growing plants and aquaponic sciences.

### **Use of Funds**

We utilized the funds to have a greenhouse built at Dixon Middle School.

### **Public School Unit**

Pamlico County Schools

### **Number of Students Served**

85

### **Grant Fund Impact**

The ancillary grant aimed at upgrading and updating the carpentry shop has had several positive impacts on the students it serves. Firstly, the modernization of the carpentry shop has provided students with access to state-of-the-art tools and equipment, enhancing their learning experience. This has not only improved the quality of education but also better prepared students for real-world carpentry challenges by familiarizing them with industry-standard practices.

The grant has positively influenced the skill development of students, allowing them to acquire hands-on experience with advanced carpentry technologies. As a result, students are better equipped to meet the demands of a rapidly evolving industry and are more competitive in the job market upon graduation.

Moreover, the upgraded carpentry shop has created a safer and more conducive learning environment. New safety features and equipment have been implemented, reducing the risk of accidents and injuries. This ensures that students can focus on their coursework with confidence, promoting a more productive and secure educational setting.

Additionally, the grant's impact extends beyond the immediate student body. The improved carpentry shop may attract more students to the program, leading to increased enrollment. This not only benefits

individual students but also contributes to the overall growth and success of the carpentry education program.

In summary, the ancillary grant for upgrading and updating the carpentry shop has positively affected students by enhancing the quality of education, improving safety standards, fostering skill development, and potentially attracting more students to the program. These improvements collectively contribute to a more robust and effective learning environment for aspiring carpenters.

### **Use of Funds**

With this grant, we were able to replace some outdated tools and machinery, as well as purchase new tools for the program to give the students a more diverse skill set once the program is completed.

### **Public School Unit**

Person County Schools

### **Number of Students Served**

115

### **Grant Fund Impact**

The students served at this low wealth school had an opportunity to participate in various hands on real world experiences in agriculture. The students were able to engage in agriculture food production and consumption. This grant allowed our students to participate in a farm to table activity where they grew their agriculture production and collaborated with the Family and Consumer Science program to produce a edible product for consumption. Students investigated food insecurity and the opportunities agriculture provides to meet the needs of our community and the world around them. The numbers served only represent one half of the school year.

### **Use of Funds**

The funds were utilized to purchase a greenhouse for Northern Middle School.

### **Public School Unit**

Roanoke Rapids Graded School District

### **Number of Students Served**

27

### **Grant Fund Impact**

Students have had the opportunity to complete take down drills, crime scene investigations, and various other activities through their Law and Justice I class. Students will also have the opportunity to prepare for SkillsUSA crime scene competition. Next semester more students from Public Safety I classes will have the opportunity to experience learning in the new CTE Multipurpose Center.

### **Use of Funds**

State funds were used to create an innovative learning space. An old concrete slab was removed and a new one was poured and a metal building was purchased. The building is climate controlled and has multiple

entrances and exits. The building was completed during early fall 2023. The building is now called the CTE Multipurpose Center.

**Public School Unit**

Rockingham County Schools

**Number of Students Served**

240

**Grant Fund Impact**

This ancillary grant allowed Rockingham County Schools to purchase a tractor to be shared between Dalton McMichael High School and Rockingham County High School. This tractor gives our students the opportunity to earn the Safe Tractor Credential in their Agricultural Mechanics courses. We were also able to update our Food and Nutrition Lab and Rockingham County High School. We were able to purchase new stoves, refrigerators and microwaves to be used in our Food and Nutrition classes. At Reidsville High School we purchased new hospital beds to update our health science lab.

**Use of Funds**

This ancillary grant allowed Rockingham County Schools to purchase a tractor to be shared between Dalton McMichael High School and Rockingham County High School. This tractor gives our students the opportunity to earn the Safe Tractor Credential in their Agricultural Mechanics courses. We were also able to update our Food and Nutrition Lab and Rockingham County High School. We were able to purchase new stoves, refrigerators and microwaves to be used in our Food and Nutrition classes. At Reidsville High School we purchased new hospital beds to update our health science lab.

**Public School Unit**

Rutherford County Schools

**Number of Students Served**

311

**Grant Fund Impact**

Students participating in the CTE Agricultural Education program at CHASE Middle School are being positively impacted by the John Deere Gator that was purchased with Ancillary Grant funds from the State. The Gator is being used on the school campus to support all aspects of the Agriculture program and grow the program moving forward.

**Use of Funds**

The State funds were used from the Ancillary Grant to purchase a John Deere Gator from James River Equipment in Shelby, NC to support the new CTE Agricultural Education program at CHASE Middle School.

**Public School Unit**

Scotland County Schools

**Number of Students Served**

1593

**Grant Fund Impact**

Funds were used to purchase equipment for our culinary program. Students were trained on industry grade equipment for careers in the culinary pathway. This allowed us to replace outdated equipment and provide students experience with the most updated equipment available.

**Use of Funds**

We used the funds to purchase griddle with three burners, a gas char broiler and the shipping tax, additional parts and installation.

**Public School Unit**

Swain County Schools

**Number of Students Served**

68

**Grant Fund Impact**

The impact of this grant has been substantial. Swain's CTE program now has a more professional and safer lab space for students to learn about welding and they have a vehicle that can be used in various CTE Programs such as carpentry, welding and agriculture. The truck has been used numerous times with our Agriculture courses and with our school CTSO's.

**Use of Funds**

The ancillary grant provided funding to purchase an F250. The F250 has been utilized with our CTE programs in Carpentry, Welding and Agriculture as well as our CTSO's. The grant also provided funding for the renovation of temporary welding booths to permanent welding booths in our welding lab.

**Public School Unit**

Wake County Schools

**Number of Students Served**

0

**Grant Fund Impact**

N/A- grants funds arrived too late to allow for the construction of a new greenhouse at Millbrook.

**Use of Funds**

Grant funds were received too late in the school year to allow us to use them for the construction of the proposed greenhouse. We were not able to complete the proposed project.

**Public School Unit**

Wayne County Public Schools

**Number of Students Served**

126

**Grant Fund Impact**

Funds were used to close a disparity gap with our district's alternative school. Since, CTE does not have position at this school, the implementation of a Paxton-Patterson lab closed the deficiency in serving all students with career exploration that other students in the district receive.

**Use of Funds**

The grant enabled CTE to purchase a Paxton-Patterson lab that contained modules in Computer Aided Drafting & Design (CADD) - \$2395, Computer Graphics & Game Development - \$2,795, Electricity & Electronics - \$5,695, Emergency Medical Technician - \$3,795, Employability Skills - \$1,695, Environment & Ecology - \$2,495, Home Maintenance Fundamentals - \$2,995, Introduction to Child Development - \$2,395, Introduction to Computer Science - \$2,295, Introduction to Culinary Arts - \$3,995, Introduction to Engineering & Design - \$2,995, Lifetime Nutrition & Wellness - \$2,995, Personal Finance - \$1,695, Veterinary Medicine - \$3,995, and set-up/training charges of \$4,200.

**Public School Unit**

Wilkes County Schools

**Number of Students Served**

4500

**Grant Fund Impact**

As mentioned in the Grant Details our main goals were to :

1. Revise our middle school curriculum to include modules that would support our high school CTE courses and CTSO's.
2. Provide supplies and materials to supplement hands-on activities in our middle school STEM labs.
3. Equipment repair and materials/resources upgrades to our high-interest programs at the high school that align with labor market trends.
4. Overall increased CTE and CTSO participation.

At this point we believe that we have met goals 1 through 3. We are still waiting to see the full impact on goal 4. We anticipate about a two to three year window before we can see a data trend that will indicate the impact on our CTE/CTSO enrollment. It is worth noting that we have seen some positive indications in our CLNA process that these funds have made an impact on perceptions and knowledge of CTE courses and programs.

**Use of Funds**

Wilkes County Schools used PRC 023 funds in accordance with the approved plan. Please see the summary below:

1. Total upgrade of our Health Science classrooms to produce a realistic clinical setting.

2. Individual school allocations for animal science to purchase animals and accessories for school farms.
3. Drone simulators for each Drone Technology program to allow for increased flight time and pilot preparation for Drone Technology II – Drone Mapping.
4. Greenhouses with solar power grids at each participating middle school to promote hands-on activities and promote CTE and CTSO programs.

**Public School Unit**

Wilson County Schools

**Number of Students Served**

200

**Grant Fund Impact**

Students were able gain experiences with new livestock and learn how to update current facilities to meet the needs of additional farm animals.

**Use of Funds**

Funds were used to update the farm pasture, new livestock trailer, additional livestock, and other day to day functions.

**Public School Unit**

Yancey County Schools

**Number of Students Served**

30

**Grant Fund Impact**

Students in the Heavy Equipment Operation pathway have been able to practice operating a dozer in a safe, simulated environment while using a simulator that is equipped with industry-standard controls found in Caterpillar heavy equipment. Our community college offered a Heavy Equipment pathway for a short time but discontinued the program because they could not sustain enough enrollment for the program. The low enrollment does not indicate a lack of demand or interest, but the quite the opposite. The demand for workers in the skilled trades locally and regionally is such that job candidates who look desirable are hired and do not pursue postsecondary training. This means that students who may have considered a career in heavy equipment related fields are hired into other skilled trades because they didn't know about the benefits of working in HEO-related careers. This grant has allowed us to expose students to careers both locally and regionally related to heavy equipment and to teach them skills valuable across multiple sectors such as grading and paving, construction, and agriculture. It has also allowed us to shine a spotlight on skilled trades to educate students that many of these careers provide a living wage that will allow them to support a family while working locally.

**Use of Funds**

The funds from this grant were used to purchase a dozer conversion kit to be used with the Caterpillar Excavator simulators that we already own. This allowed students to learn about dozer operation in addition to the skid steer and excavator modules already available.