



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

CTE Grants for Homebuilding Programs
SL 2023-134

Date Due: December 15, 2024
DPI Chronological Schedule, 2023-24

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OVERVIEW

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

CTE Grants for Homebuilding Programs

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

REPORTS FROM GRANT RECIPIENTS

CHEROKEE COUNTY SCHOOLS

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

As a result of the homebuilding grant, the CTE carpentry programs at Murphy High School and Cherokee County Career Academy were able to purchase supplies, materials, hand tools, power tools, and safety equipment to update their shop class. The additional items and updated equipment allowed shop time to be more productive due to time saving equipment and students not having to share tools. Students benefited by learning how to use modern building tools and equipment used in the workforce. Data is from the budget and purchase order reports and visual evidence of items being used in the shops.

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

Students are excited that their program has been updated. They are eager to learn how to use the new equipment and are happy to have more time in the shop doing more hands-on projects. Our students are better prepared to enter the workforce due to the exposure of newer equipment. In fact, several of the carpentry students worked with local contractors over the summer. Our local area is in dire need of skilled carpenters and these two thriving carpentry programs are creating a pipeline to fill that need. Even though the school district's enrollment is declining, the program is growing in numbers. In 2023-2024 there were 130 students in the two programs and in 2024-2025 there are 138.

Use of Funds

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

DUPLIN COUNTY SCHOOLS

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

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

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

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

How funds were used:

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

GUILFORD COUNTY SCHOOLS

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

Outcomes of the Program

Total Student Count – 95:

- Male – 78%
- Female – 18%
- EL – 13%
- Learning Exceptionality – 13% AIG – 21%

- Asian – 4%
- Black – 20%
- Hispanic – 29%
- Two or More Races – 3% White – 43%

Impacts of the Program

Through these additional funds, GCS' CTE Skilled Trades Pathways (i.e. Carpentry, Woodworking, Masonry, HVAC, Electrical, Adv. Manu, Metals Manufacturing, etc.) students would be able to engage, innovate, and rebuild affordable single-family homes, gain technical skills, attain industry credentials, connect with professional mentors, earn a livable wage, and more. Learning green construction skills to sustain communities for the future has become so important with protecting our environment. Construction drones are emerging as tools that help skilled workers be more efficient; and drone skills are needed in the homebuilding field.

Preparing the next generation of workers in the skilled trades more important now more than ever as the current Skilled Trades workforce is aging and retiring. This preparedness has shifted as well. Moreover, non-traditional employees are highly sought, and funding aimed at special populations is essential. As for the future, our task is not to foresee it, but to enable it. This funding would provide a secondary experience that inspires, generates awareness, provides exploration, and authentically prepares students for the world of work in homebuilding. GCS CTE is centered on six C's: Concentrators, Credentials, College Credit, Career Placements, Courageous Partnerships, and Continued Innovation.

Use of Funds

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

HARNETT COUNTY SCHOOLS

Data and Outcomes

27 students participated in the Carpentry event in 2023. 18 students participated in the Electrical event in 2023. Seven students were employed in 2023. 30 students participated in the Carpentry event in 2024, 30 students in the Electrical event. The increase is directly related to receiving the funds through PRC 256! 11 students were employed in 2024. One advance studies course was added in 2024.

Impact

PRC 256 Grants for Homebuilding has blessed our students in ways we can only depict in a slide show! Please contact CTE at DPI for a copy!

Use of Funds

100% of PRC 256 round one monies were used for practice materials and tools to expand participation and better prepare students for Broadening Understanding through Intentional Local Development (BUILD). Our scope of work will continue with round two of PRC 256 with the budget including monies for tools and practice materials once again. This year, we are adding a Plumbing event to BUILD.

HYDE COUNTY SCHOOLS

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

- Increase the number of students engaged in Construction Trades (50% increase, student enrollment) - Year 1.
- Increase the number of students involved in CTE courses (24% increase overall, student enrollment)- Year 1

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

- Community is engaged and excited about the construction trades and the prospect of the completion of tiny home (Increase engagement in social media posts regarding construction trades).
- Student engagement in construction trades courses (50% increase in program enrollment)

How funds were used

Purchase plans, permits and materials for two tiny homes.

LENOIR COUNTY SCHOOLS

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

Program Outcomes & Data Collection

Kinston High School

Because of the Homebuilding Grant funding, LCPS was able purchase equipment to outfit the masonry and carpentry labs at Kinston High School. Both of these programs were reinstated after multiple years' absences. The equipment in the carpentry lab was aging and the masonry equipment had been moved to another high school in the district when the masonry program closed prior to the COVID pandemic.

Enrollment in these two programs as follows:

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

Kinston High School received several large pieces of equipment including a hammer drill, wet table saws, wheelbarrows, cement mixer, mortar mixing steel pan, panel saw, miter saw and stand, shop vacuum, and a circular saw. The equipment gave us the capacity to expand to the level II courses in the

2024-25 school year. In the 2023-24 school year, students in the Carpentry program earned 41% of available credentials in Construction Core and Carpentry I. Students in the Masonry program earned 40% of available credentials in Construction Core and Masonry I.

North Lenoir High School

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

- 2023-24 Construction Core enrollment - 2 sections, 43 students
- 2023-24 Masonry I enrollment - 2 sections, 27 students
- 2023-24 Masonry II enrollment - 2 sections, 18 students
- 2024-25 Construction Core enrollment - 3 sections, 64 students
- 2024-25 Masonry I enrollment - 2 sections, 29 students
- 2024-25 Masonry II enrollment - 1 section, 17 students

In the 2023-24 school year, the students at NLHS earned 81% of available credentials in Construction Core, Masonry I, and Masonry II collectively.

South Lenoir High School

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

- 2023-24 Construction Core enrollment - 3 sections, 56 students
- 2023-24 Carpentry I enrollment - 2 sections, 32 students
- 2023-24 Carpentry II enrollment - 1 section, 18 students
- 2023-24 Carpentry III enrollment - 1 section, 4 students
- 2024-25 Construction Core enrollment - 3 sections, 52 students
- 2024-25 Carpentry I enrollment - 2 sections, 31 students

2024-25 Carpentry II enrollment - 1 section, 18 students
2024-25 Carpentry III enrollment - 2 section, 3 students

In the 2023-24 school year, the students at SLHS earned 70% of available credentials in Construction Core, Carpentry I, Carpentry II, and Carpentry III collectively.

Program Impacts

The Homebuilding Grant impacted our students in multiple ways. It is a goal of the CTE program to, whenever possible and reasonable, provide students with industry recognized equipment and materials. The grant gave us the opportunity to accelerate the timeline for equipping the masonry and carpentry labs at Kinston High School. We were able to provide the new masonry teacher at North Lenoir with consumable equipment for the shop as well as provide industry recognized larger pieces of equipment for classroom use. Previously, the teacher took students to the Agricultural Mechanics shop to practice with their equipment. This process displaced the Ag Mechanics students during those class periods. At South Lenoir High School, we were able to upgrade older tools and equipment with modern supplies that are safer and more aligned to industry standards. Students in these programs are eligible to apply for our youth apprenticeship program. The credentials they earn in their Construction Core, Carpentry, and Masonry classes give them an advantage over other applicants.

Funding Usage

Funding from the Homebuilding Grant was used to make large equipment purchases, consumable construction materials, as well as purchase shop supplies. Purchases included:
Drill presses, Table Saws, Laser Level, Shovels, Wheelbarrows, Push Brooms, Routers, Planers, Scroll Saw, Lathe, Hammer Drill, Cement Mixer, Mortar Mixing Steel Pan, Compound Miter Saw and stand, shop vacuum, Circular Saws, and lumber.

LCPS would like to thank the sponsors of the Homebuilding Grant for this incredible opportunity. The funding allowed us to accelerate our timeline for outfitting the recently reopened labs at Kinston High School and to upgrade equipment in our established labs.

MADISON COUNTY SCHOOLS

****Given the circumstances regarding Hurricane Helene and subsequent recovery, we did not solicit a report from this PSU. Anticipated outcomes are recorded based on grant application.****

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

MCDOWELL COUNTY SCHOOLS

****Given the circumstances regarding Hurricane Helene and subsequent recovery, we did not solicit a report from this PSU. Anticipated outcomes are recorded based on grant application.****

The program will teach courses that are part of the U.S. Department of Labor approved Pre-Apprenticeship Certificate Training (PACT) program. These courses will provide students with practical skills and knowledge in the field of homebuilding. This will benefit our rural area and create a partnership with our local homebuilders association. We currently have a architecture and construction pathway which include construction and masonry courses. We plan to add HVAC for the 2023/24 school year. We will align with the PACT program to build students' skills and knowledge in homebuilding. Students currently earn the NCCER credentials. The grant will allow us to use the PACT program which is recognized by the U.S. Department of Labor. Students who successfully complete the program may earn a Pre-Apprenticeship Certificate, a valuable credential that signifies their readiness for further training and employment in the homebuilding industry. The legislative provision does

not explicitly detail specific work-based learning experiences, but the focus on homebuilding and the use of a pre-apprenticeship program will involve practical, hands-on experiences. Work-based learning could include internships, apprenticeships, or other opportunities for students to apply their skills in real-world settings. This budget outlines a plan for utilizing the \$20,000 in accordance with the legislative requirements. It covers curriculum implementation, teacher training, student support, promotional activities, and monitoring/evaluation to ensure the success of the CTE program in homebuilding within McDowell County. The focus will be on enhancing the educational experience and opportunities for students through the implementation of the U.S. Department of Labor approved Pre-Apprenticeship Certificate Training (PACT) program, developed by the Home Builders Institute.

ROANOKE RAPIDS CITY SCHOOLS

Outcomes of the Program:

Roanoke Rapids High School offered a Tiny Home Interior Design Project from July 17 to July 30, 2024. Five male former Carpentry students participated in converting a storage shed into a tiny home stage, working 20 hours per week at a rate of \$12 per hour. The students successfully framed the bathroom and created storage spaces in the ceiling area, further enhancing their carpentry skills. Timesheets were used to track attendance and hours worked. At the conclusion of the program, students were verbally asked about their experience and responded that they enjoyed the project, showing great enthusiasm for the opportunity.

Impacts on Students and the Community:

The students expressed excitement about the project and have shown interest in continuing to work on it throughout the 24-25 school year. The project provided valuable practical experience, enhancing their skills in carpentry and design. The school and local community benefited by showcasing the importance of vocational training and engaging youth in meaningful, hands-on projects.

Use of Funds:

A total of \$18,110.94 was used to purchase a 14x32 storage building and necessary building supplies for the tiny home project, including materials for framing the bathroom and constructing ceiling storage spaces. The students were paid through PRC188 funds, and lunch was provided using braided funding, ensuring students were supported both financially and nutritionally throughout the project.

SURRY COUNTY SCHOOLS

Outcomes of the Program

At East Surry and Surry Central students have built nice storage buildings that will be sold with the proceeds going back into those programs. At North Surry due to a change in instructor students there are going to build custom cabinets to sell.

Impacts of the program

- Students - Based on data from PowerSchool, 67 students from East Surry, 68 students from Surry Central and 56 students from North Surry have benefited from the grant
- School - Schools have benefited in multiple ways:
 - It's always positive when students build high quality structures that are purchased by members of the community
 - Funding has allowed school CTE allotments to be leveraged in other ways
- Community - We live in a supportive community. These types of projects let our parents, business partners and government leaders know we are providing a high quality CTE program in our school system.

Funding uses

We used funding to purchase materials for these storage buildings and for some equipment we needed in our shops.