

History Log

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - History Log

| Attention Needed | Date | User | Status (S)/Comment (C) | S/C |
|------------------|----------------------------|----------------------|--------------------------------------|-----|
| | 5/12/2021 9:50:41 AM | Missy Ellenberger | Status changed to 'Draft Completed'. | S |
| | 3/16/2021 2:46:41 PM | Missy Ellenberger | Status changed to 'Draft Started'. | S |
| | 1/24/2021 8:54:00 PM | NCCCIP Admin | Status changed to 'Not Started'. | S |

Allotments

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Allotments

| | (1) | Perk Fed (PRC 017) | (2) | State Supp (PRC 014) | Total |
|------------------|-----|--------------------|-----|----------------------|--------------|
| Allotment | | \$54,563.00 | | \$57,651.67 | \$112,214.67 |
| Carryover | | \$0.00 | | \$0.00 | \$0.00 |
| Total | | \$54,563.00 | | \$57,651.67 | \$112,214.67 |

CTE Participants

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

| Sub-group | Organization ID | Organization Name | Middle Level | | High School | |
|-----------------------------------|-----------------|-----------------------------|----------------------------|------------------------------|----------------------------|------------------------------|
| | | | Duplicated Count 2019-2020 | Unduplicated Count 2019-2020 | Duplicated Count 2019-2020 | Unduplicated Count 2019-2020 |
| Total | 880 | Transylvania County Schools | 720 | 425 | 1818 | 991 |
| Male | 880 | Transylvania County Schools | 422 | 240 | 1022 | 522 |
| Female | 880 | Transylvania County Schools | 298 | 185 | 796 | 469 |
| American Indian or Alaskan Native | 880 | Transylvania County Schools | * | * | * | * |
| Asian | 880 | Transylvania County Schools | * | * | 11 | * |
| Black or African American | 880 | Transylvania County Schools | 24 | 13 | 65 | 37 |
| Hispanic/ Latino | 880 | Transylvania County Schools | 79 | 45 | 146 | 78 |

| | | | | | | |
|---|-----|-----------------------------|-----|-----|------|-----|
| Native Hawaiian or Other Pacific Islander | 880 | Transylvania County Schools | * | * | * | * |
| White | 880 | Transylvania County Schools | 539 | 324 | 1495 | 820 |
| Two or More Races | 880 | Transylvania County Schools | 69 | 38 | 96 | 47 |
| Disability Status (ESEA/ IDEA) | 880 | Transylvania County Schools | 87 | 51 | 276 | 137 |
| Economically Disadvantaged | 880 | Transylvania County Schools | 337 | 199 | 774 | 433 |
| Single Parents | 880 | Transylvania County Schools | * | * | 206 | 112 |
| Limited English Proficient | 880 | Transylvania County Schools | 21 | 12 | 34 | 16 |
| Migrant Status | 880 | Transylvania County Schools | * | * | * | * |
| Nontraditional Enrollees | 880 | Transylvania County Schools | 36 | 23 | 203 | 101 |
| Academically Disadvantaged | 880 | Transylvania County Schools | * | * | * | * |

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

| Organization ID | Organization Name | Agricultural & Natural Resources Tech | | Architecture and Construction | | Arts, Audio/Video Techn and Comm | | Business Management and Administration | | Education and Training | | Finance | | Health Science | | Hospitality and Tourism | | Human Services | | Information Technology | | Law, Public Safety, Corrections and Security | | Manufacturing | | Marketing Sales & Services | | Science, Tech, Engineering and Math | | Transportation, Distribution & Logistics | |
|-----------------|-----------------------------|---------------------------------------|---------|-------------------------------|---------|----------------------------------|---------|--|---------|------------------------|---------|---------|---------|----------------|---------|-------------------------|---------|----------------|---------|------------------------|---------|--|---------|---------------|---------|----------------------------|---------|-------------------------------------|---------|--|---|
| | | Dupl. | Undupl. | Dupl. | Undupl. | Dupl. | Undupl. | Dupl. | Undupl. | Dupl. | Undupl. | Dupl. | Undupl. | Dupl. | Undupl. | Dupl. | Undupl. | Dupl. | Undupl. | Dupl. | Undupl. | Dupl. | Undupl. | Dupl. | Undupl. | Dupl. | Undupl. | Dupl. | Undupl. | | |
| 0 | Transylvania County Schools | 63 | 45 | 39 | 25 | 29 | 18 | | | | | | | 35 | 28 | 15 | 12 | 12 | | * | | | | 20 | 11 | | | 57 | 20 | * | * |

1S1 Four-Year Graduation Rate

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients. Performance Indicator One (1S1) - Four-Year Graduation Rate. The state goal of 97.37% of CTE Concentrators will count as graduated in the state's computation of the cohort graduation rate.

1S1 Four-Year Graduation Rate Data

| Category | 2019-2020 | | | 2020-2021 | | | 2021-2022 | |
|------------------------------|-----------|--------|--------------|-----------|--------|--------------|-----------|-----------|
| | Benchmark | Actual | Gap Analysis | Benchmark | Actual | Gap Analysis | Benchmark | Benchmark |
| Overall | 93.05 | 88.5 | -4.55 | 93.22 | | | 93.57 | |
| Special Populations | | | | | | | | |
| Individual with Disabilities | 88.2 | 73.3 | -14.9 | 88.5 | | | 89.08 | |
| Economically Disadvantaged | 91.3 | 83.3 | -8 | 91.52 | | | 91.95 | |
| Single Parents | N/A | N/A | N/A | N/A | | | N/A | |
| Out of Workforce Individuals | N/A | N/A | N/A | N/A | | | N/A | |
| English Learner | 66.7 | * | 33.3 | 67.53 | | | 69.19 | |
| Homeless Individuals | 73.35 | 50 | -23.35 | 74.02 | | | 75.34 | |

| | | | | | | |
|---|-------|------|------|-------|--|-------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | 97.2 | N/A | N/A | 97.27 | | 97.41 |
| Youth who are in, or have aged out of, the foster care system | * | N/A | N/A | * | | * |
| Youth with parents on active duty in the armed forces | N/A | * | N/A | N/A | | N/A |
| ESSA Categories - Racial & Ethnic | | | | | | |
| American Indian or Alaska Native | N/A | 50 | N/A | N/A | | N/A |
| Asian | 100 | * | 0 | 100 | | 100 |
| Black or African American | 100 | 80 | -20 | 100 | | 100 |
| Hispanic/Latino | 100 | * | 0 | 100 | | 100 |
| Native Hawaiian or Other Pacific Islander | N/A | * | N/A | N/A | | N/A |
| White | 93.2 | 88 | -5.2 | 93.37 | | 93.71 |
| Two or More Races | 82.55 | 90.9 | 8.35 | 82.99 | | 83.85 |
| Gender | | | | | | |
| Male | 91.9 | 86.3 | -5.6 | 92.1 | | 92.5 |
| Female | 94.5 | 91.3 | -3.2 | 94.64 | | 94.91 |

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those

disparities or gaps?

What: We want to see an increase in our four year graduation rate of CTE concentrators of at least 2.125% percent increase during this application cycle to continue an upward trend towards meeting and/or exceeding the state goal. The state benchmark indicator is 97.3%

Why: High school graduation is essential for students to successfully enter the workforce and/or to continue to post-secondary education. Students who earn a high school diploma have a greater chance of finding employment, continuing their education, and finding greater success in life after high school.

How/Who/When (Strategy & Action Steps):

Strategy:

Implement a process for monitoring CTE concentrators

Action Steps:

- Davidson River School (DRS) grant for graduation coach; DRS is the Pennsylvania County Schools alternative school. The grant funds the position for the graduation coach who works to help students transition into CTE courses related to his/her career and post-secondary goals, as well as, supporting them along the way; the grant is applied for yearly by the school principal
- Partnership with BRCC Adult High School program to support struggling students and assist students in reaching their post-secondary goals; the partnership is evaluated quarterly to ensure goals are aligned to student outcomes
- Coordination between EC staff and Vocational Rehab to transition EC students into career related goals and allow for on the job training.
- Coordination with ESL teacher at high schools to implement support in CTE courses; frequent ongoing communication occurs between the CTE Director
- CDCs and guidance counselors coordinate to audit student transcripts and advise students in graduation requirements, this is completed twice a year
- CIMC coordinates with school level accountability coordinators to prepare CTE concentrators for WorkKeys testing; occurs yearly
- CIMC and CDC facilitate WorkKeys Boot Camps to increase National Career Readiness Certificate level achievements; occurs yearly

- TCS coordination with county resources to ensure economically disadvantaged students have basic needs met in order to attend school; ongoing
- Coordination between CTE staff and student services to ensure students do not leave CTE courses due to economic barriers; ongoing
- In June 2021, the CTE Director, CIMC, and the CDC/SPC will review the action steps to plan for the next school year.

2S1 Academic Proficiency in Reading/Language Arts

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients. Performance Indicator Two (2S1) - Academic Proficiency in Reading/Language Arts. The state goal of 54.86% of CTE Concentrators will meet proficiency as defined by Every Student Succeeds Act (ESSA).

2S1 Academic Proficiency in Reading/Language Arts

| Category | 2019-2020 | | | 2020-2021 | | | 2021-2022 | |
|------------------------------|-----------|--------|--------------|-----------|--------|--------------|-----------|-----------|
| | Benchmark | Actual | Gap Analysis | Benchmark | Actual | Gap Analysis | Benchmark | Benchmark |
| Overall | 55.75 | N/A | N/A | 56.86 | | | 59.06 | |
| Special Populations | | | | | | | | |
| Individual with Disabilities | * | N/A | N/A | * | | | * | * |
| Economically Disadvantaged | * | N/A | N/A | * | | | * | * |
| Single Parents | N/A | N/A | N/A | N/A | | | N/A | N/A |
| Out of Workforce Individuals | N/A | N/A | N/A | N/A | | | N/A | N/A |
| English Learner | 38.15 | N/A | N/A | 39.7 | | | 42.78 | |
| Homeless Individuals | * | N/A | N/A | * | | | * | * |

| | | | | | | | |
|---|------|-----|-----|-------|--|--|-------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | 83.3 | N/A | N/A | 83.72 | | | 84.55 |
| Youth who are in, or have aged out of, the foster care system | N/A | N/A | N/A | N/A | | | N/A |
| Youth with parents on active duty in the armed forces | N/A | N/A | N/A | N/A | | | N/A |
| ESSA Categories - Racial & Ethnic | | | | | | | |
| American Indian or Alaska Native | * | N/A | N/A | * | | | * |
| Asian | N/A | N/A | N/A | N/A | | | N/A |
| Black or African American | * | N/A | N/A | * | | | * |
| Hispanic/Latino | 25 | N/A | N/A | 26.88 | | | 30.62 |
| Native Hawaiian or Other Pacific Islander | N/A | N/A | N/A | N/A | | | N/A |
| White | 61 | N/A | N/A | 61.98 | | | 63.92 |
| Two or More Races | 50 | N/A | N/A | 51.25 | | | 53.75 |
| Gender | | | | | | | |
| Male | 53.8 | N/A | N/A | 54.96 | | | 57.26 |
| Female | 59.4 | N/A | N/A | 60.42 | | | 62.44 |

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those

disparities or gaps?

What: We want to increase academic proficiency in ELA in our EL and Hispanic/Latino population of at least 1.00 percent per year over a two-year cycle.

Why: The population of EL students is continuing to grow in TCS, we want to support the language barrier needs so that all students can achieve Reading/ Language Arts success both in and out of the classroom.

How/Who/When (Strategy & Action Steps):

Strategy:

Create a focus on supporting and improving literacy for our EL and Hispanic/Latino population.

Action Steps:

- Curriculum Director will work directly with the ESL teachers to implement EL strategies for CTE teachers.
- School-wide PLC's focusing on reading and literacy will be provided, with an emphasis on EL learners.
- All CTE teachers are encouraged to attend CTE Summer Conference each summer for content specific sessions to be able to provide the most current content and utilize the most up to date strategies while teaching
- CIMC shares possible reading, literacy and vocab tools and strategies on a regular basis to CTE teachers to assist with improving EL reading and literacy and offers one-on-one assistance as requested or deemed necessary
- Digital Learning Specialists regularly offer professional development sessions for literacy tools and strategies.
- SPC provides information about special populations students at the beginning of each semester and encourages coordination between CTE staff and EC, EL and 504 coordinators and case managers.
- Curriculum Director & SPC offers assistance to CTE teachers for providing differentiation.
- CTE teachers will meet with SPC, EC, EL and 504 staff to develop effective learning strategies for SP students. They will also attend staff development activities that will target differentiation, modification, and intervention in the classroom. They will coordinate with transition services when appropriate.
- MTSS strategies and procedures will be implemented and followed.
- Support times have been implemented at all high schools for students to receive extra support and tutoring. Students with a 70 or lower will be required to attend all available extra sessions.
- Direct literacy and vocabulary instruction as well as refreshers on test taking skills have been recommended to all CTE teachers.

- CTE teachers will utilize technology tools to deliver instructional and review materials in different formats in order to implement differentiation and student choice; this will be done daily during the school year
- CTE teachers will work with English teachers and other support staff to assist identified students improve their reading and literacy skills; this will be done during monthly PLC meetings
- In June 2021, the CTE Director, CIMC, and the CDC/SPC will review the action steps to plan for the next school year.

2S2 Academic Proficiency in Mathematics

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients. Performance Indicator Three (2S2) - Academic Proficiency in Mathematics. The state goal of 50.08% of CTE Concentrators will meet proficiency as defined by Every Student Succeeds Act (ESSA).

2S2 Academic Proficiency in Mathematics

| Category | 2019-2020 | | | 2020-2021 | | | 2021-2022 | |
|------------------------------|-----------|--------|--------------|-----------|--------|--------------|-----------|-----------|
| | Benchmark | Actual | Gap Analysis | Benchmark | Actual | Gap Analysis | Benchmark | Benchmark |
| Overall | 56.35 | N/A | N/A | 57.44 | | | 59.62 | |
| Special Populations | | | | | | | | |
| Individual with Disabilities | 13.95 | N/A | N/A | 16.1 | | | 20.4 | |
| Economically Disadvantaged | * | N/A | N/A | * | | | * | |
| Single Parents | N/A | N/A | N/A | N/A | | | N/A | |
| Out of Workforce Individuals | N/A | N/A | N/A | N/A | | | N/A | |
| English Learner | 39.25 | N/A | N/A | 40.77 | | | 43.8 | |
| Homeless Individuals | 25 | N/A | N/A | 26.88 | | | 30.62 | |

| | | | | | | | | |
|---|-------|-----|-----|-----|-------|--|--|-------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | 50 | N/A | N/A | N/A | 51.25 | | | 53.75 |
| Youth who are in, or have aged out of, the foster care system | * | N/A | N/A | N/A | * | | | * |
| Youth with parents on active duty in the armed forces | * | N/A | N/A | N/A | * | | | * |
| ESSA Categories - Racial & Ethnic | | | | | | | | |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A | | | N/A |
| Asian | 100 | N/A | N/A | N/A | 100 | | | 100 |
| Black or African American | * | N/A | N/A | N/A | * | | | * |
| Hispanic/Latino | 22.2 | N/A | N/A | N/A | 24.15 | | | 28.03 |
| Native Hawaiian or Other Pacific Islander | N/A | N/A | N/A | N/A | N/A | | | N/A |
| White | 60.15 | N/A | N/A | N/A | 61.15 | | | 63.13 |
| Two or More Races | 48.35 | N/A | N/A | N/A | 49.64 | | | 52.22 |
| Gender | | | | | | | | |
| Male | 54.4 | N/A | N/A | N/A | 55.54 | | | 57.82 |
| Female | 59.2 | N/A | N/A | N/A | 60.22 | | | 62.26 |

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those

disparities or gaps?

What: We want to see an increase in academic proficiency in mathematics for our Homeless Individuals and the Hispanic/Latino population of at least 1.00 percent per year over a 2-year cycle

Why: The population of our Hispanic/Latino population is continuing to grow in TCS, as is the number of Homeless Individuals, we want to support the language barrier needs and support the needs of those who are homeless, so that all students can be successful while in high school and with their post-secondary goal.

How/Who/When (Strategy & Action Steps):

Strategy: Improve math interventions for all students with a focus on our Hispanic/Latino population and our Homeless Individuals.

Action Steps:

- Curriculum Director will work with the ESL and McKinney-Vento Coordinators to develop an implementation plan for interventions to support math foundations
- CTE teachers will attend LEA-wide professional development to gain strategies for proficiency and growth in Mathematics.
- CTE teachers will collaborate in PLC's that focus on enhancing student's math skills.
- All CTE teachers are encouraged to attend Summer Conference each year for content specific sessions in order to enhance student learning experiences.
- Administrators and staff will explore possible CTE / Math course partnerships as modeled in other school systems.
- CIMC will share math resources and curriculum strategies to CTE teachers; ongoing
- School counselors will determine the need for more math support and instruction. At risk students are placed in two course math sequences to build skills and increase success. (Foundations of Math 1 prior to Math 1 and Foundations of Math 2 prior to Math 2)
- CIMC and CDC will continue to hold WorkKeys Boot Camp sessions yearly for all students which include math strategies.
- All CTE teachers will attend staff development activities that will target differentiation, modification and intervention in the classroom.

- SPC provides information about special populations students at the beginning of each semester and encourages coordination between CTE staff and EC, EL and 504 coordinators and case managers. SPC also offers assistance to CTE teachers for providing differentiation.
- CTE teachers will meet with SPC, EC, EL and 504 staff to develop effective learning strategies for SP students. They will also attend staff development activities that will target differentiation, modification, and intervention in the classroom. They will coordinate with transition services when appropriate. MTSS strategies and procedures will be implemented and followed.
- Support times have been implemented at all high schools for students to receive extra support and tutoring. Students with a 70 or lower will be required to attend all available extra sessions.
- CTE teachers will work with Math teachers and other support staff to assist identified students improve their math skills.
- In June 2021, the CTE Director, CIMC, and the CDC/SPC will review the action steps to plan for the next school year.

2S3 Academic Proficiency in Science

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Performance Indicator Four (2S3) - Academic Proficiency in Science. The state goal of 53.20% of CTE Concentrators will meet proficiency as defined by Every Student Succeeds Act (ESSA).

2S3 Academic Proficiency in Science

| Category | 2019-2020 | | | 2020-2021 | | | 2021-2022 | |
|---|-----------|--------|--------------|-----------|--------|--------------|-----------|-----------|
| | Benchmark | Actual | Gap Analysis | Benchmark | Actual | Gap Analysis | Benchmark | Benchmark |
| Overall | 46.65 | N/A | N/A | 47.98 | | | 50.65 | 50.65 |
| Special Populations | | | | | | | | |
| Individual with Disabilities | 10.1 | N/A | N/A | 12.35 | | | 16.84 | 16.84 |
| Economically Disadvantaged | * | N/A | N/A | * | | | * | * |
| Single Parents | N/A | N/A | N/A | N/A | | | N/A | N/A |
| Out of Workforce Individuals | N/A | N/A | N/A | N/A | | | N/A | N/A |
| English Learner | 31.6 | N/A | N/A | 33.31 | | | 36.73 | 36.73 |
| Homeless Individuals | 20 | N/A | N/A | 22 | | | 26 | 26 |
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | 44.1 | N/A | N/A | 45.5 | | | 48.29 | 48.29 |
| Youth who are in, or have aged out of, the foster care system | * | N/A | N/A | * | | | * | * |
| Youth with parents on active duty in the armed forces | 100 | N/A | N/A | 100 | | | 100 | 100 |
| ESSA Categories - Racial & Ethnic | | | | | | | | |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | | | N/A | N/A |
| Asian | * | N/A | N/A | * | | | * | * |
| Black or African American | * | N/A | N/A | * | | | * | * |
| Hispanic/Latino | 11.1 | N/A | N/A | 13.32 | | | 17.76 | 17.76 |
| Native Hawaiian or Other Pacific Islander | N/A | N/A | N/A | N/A | | | N/A | N/A |
| White | 51.3 | N/A | N/A | 52.52 | | | 54.95 | 54.95 |
| Two or More Races | 38.35 | N/A | N/A | 39.89 | | | 42.97 | 42.97 |
| Gender | | | | | | | | |
| Male | 46.65 | N/A | N/A | 47.98 | | | 50.65 | 50.65 |
| Female | 46.65 | N/A | N/A | 47.98 | | | 50.65 | 50.65 |

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

What: We want to see an increase in our overall growth with academic proficiency in science of at least .5 percent per year over a 2-year cycle to continue towards our goal of meeting and/or exceeding the state goal of 52%.
Why: The Biology EOC scores were lower than anticipated in 2018-2019 and the fall of 2019-2020. In an effort to support academic proficiency in science this must be addressed.

How/Who/When (Strategy & Action Steps):

Strategy:

Implement a process for improving proficiency in Biology.

Action Steps:

- The CTE Director and CIMC will explore CTE / Science course partnerships where appropriate with community members and BRCC to enhance science engagement; ongoing
- CTE Director will encourage student participation in county-side science fair to engage students in science learning opportunities; yearly
- CDC will work with the Science teachers and NHS sponsor to plan tutoring opportunities for students struggling in science; ongoing
- All CTE teachers will attend staff development activities that will target differentiation, modification and intervention in the classroom.
- SPC provides information about special populations students at the beginning of each semester and encourages coordination between CTE staff and EC, EL and 504 coordinators and case managers. SPC also offers assistance to CTE teachers for providing differentiation.
- CTE teachers will meet with SPC, EC, EL and 504 staff to develop effective learning strategies for SP students. They will also attend staff development activities that will target differentiation, modification, and intervention in the classroom. They will coordinate with transition services when appropriate. MTSS strategies and procedures will be implemented and followed.
- Support times have been implemented at all high schools for students to receive extra support and tutoring. Students with a 70 or lower will be required to attend all available extra sessions.
- CTE teachers will work with Science teachers and other support staff to assist identified students improve their math skills.
- CTE teachers will make connections between CTE and science curriculum when appropriate to enhance learning opportunities; ongoing
- In June 2021, the CTE Director, CIMC, and the CDC/SPC will review the action steps to plan for the next school year.

3S1 Post-Secondary Placement

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients. Performance Indicator Five (3S1) - Post-Secondary Placement. The state goal of 95.13% of CTE Concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program such as AmeriCorp, or are employed.

3S1 Post-Secondary Placement

| Category | 2019-2020 | | | 2020-2021 | | | 2021-2022 | |
|------------------------------|-----------|--------|--------------|-----------|--------|--------------|-----------|-----------|
| | Benchmark | Actual | Gap Analysis | Benchmark | Actual | Gap Analysis | Benchmark | Benchmark |
| Overall | 95 | * | 1.36 | 95.25 | | | 95.37 | |
| Special Populations | | | | | | | | |
| Individual with Disabilities | 92 | N/A | N/A | 92.4 | | | 92.6 | |
| Economically Disadvantaged | 92.2 | 85.39 | -6.81 | 92.59 | | | 92.78 | |
| Single Parents | N/A | * | N/A | N/A | | | N/A | |
| Out of Workforce Individuals | N/A | N/A | N/A | N/A | | | N/A | |
| English Learner | 100 | N/A | N/A | 100 | | | 100 | |
| Homeless Individuals | 83.3 | 80 | -3.3 | 84.12 | | | 84.55 | |

| | | | | | | | | | |
|---|------|-------|--------|-------|-------|-----|-----|-----|-----|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Youth who are in, or have aged out of, the foster care system | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Youth with parents on active duty in the armed forces | N/A | 80 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| ESSA Categories - Racial & Ethnic | | | | | | | | | |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | * | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Black or African American | 71.4 | * | 28.6 | 72.81 | 73.54 | | | | |
| Hispanic/Latino | 83.3 | 75 | -8.3 | 84.12 | 84.55 | | | | |
| Native Hawaiian or Other Pacific Islander | N/A | * | N/A | N/A | N/A | | | | |
| White | 96.7 | 90.96 | -5.74 | 96.86 | 96.94 | | | | |
| Two or More Races | 100 | 71.43 | -28.57 | 100 | 100 | | | | |
| Gender | | | | | | | | | |
| Male | 91.5 | 90.68 | -0.82 | 91.92 | 92.13 | | | | |
| Female | 98.5 | 87.5 | -11 | 98.57 | 98.61 | | | | |

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those

disparities or gaps?

What: Increase the percentage for Black or African American students who enter post-secondary education (advanced training, military, or service program) or enter the workforce by at least 1.00 percent during a 2-year cycle.

Why: Under ESSA Categories, this population is identified as having the lowest benchmark by a significant margin.

How/Who/When (Strategy & Action Steps):

Strategy:

Improve support of the Black/African American population in post-secondary plans.

Action Steps:

- CTE staff will improve exit interviews and intent forms to better capture student contact information for future surveys by working with Guidance staff to update procedures and forms.
- CIMC, SPC will offer student support during the summer for transition to college (especially for first-time college families).
- CIMC, SPC and CDC will coordinate with career coaches, graduation coaches, counselors and social workers to assist students with college applications, FAFSA, job applications, etc.; beginning and middle of the school year
- Encourage CCP courses during high school by organizing visits by community college staff and offering field trips to the community college; yearly
- TCS registration materials will contain descriptions of CCP courses and certificates offered; yearly
- School staff will ensure students are aware of scholarships and offers specific to BRCC and county residents; ongoing
- Middle School CDC will increase student exposure to local opportunities and non-traditional career fields; ongoing
- BRCC Career Coach to assist all students with application and financial aid; yearly
- CTE and BRCC staff will collaborate to improve coordination of transitioning from TCS pathways to CCP certificate programs to BRCC degree and diploma programs; quarterly.
- CTE staff will make efforts to increase the number of job shadowing, internship and apprenticeship opportunities available to students.
- CTE staff will audit transcripts and concentrations to aid guidance counselors in scheduling students and ensuring they meet graduation requirements.
- CTE teachers will incorporate career and college exploration in their curriculum; ongoing.

- CTE teachers will encourage students to complete credentials; to occur during the semester
- CTE and school staff will take students on field trips to introduce them to potential employers and colleges including local job fairs and career expos; ongoing.
- CIMC will provide CTE concentration and pathway training and documents to all CTE teachers. Documents will be posted in appropriate classrooms to assist students and teachers with pathway requirements.
- CIMC and SPC will continue to hold WorkKeys Boot Camps to encourage students to make the connection between high school and post secondary; yearly.
- In June 2021, the CTE Director, CIMC, and the CDC/SPC will review the action steps to plan for the next school year.

4S1 Non-Traditional Program Enrollment

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Performance Indicator Six (4S1) - Non-traditional Program Enrollment. The state goal of 38.77% of CTE Concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

4S1 Non-traditional Program Enrollment

| Category | 2019-2020 | | | 2020-2021 | | | 2021-2022 | |
|------------------------------|-----------|--------|--------------|-----------|--------|--------------|-----------|-----------|
| | Benchmark | Actual | Gap Analysis | Benchmark | Actual | Gap Analysis | Benchmark | Benchmark |
| Overall | 37.61 | 37.23 | -0.38 | 39.17 | | | 42.28 | |
| Special Populations | | | | | | | | |
| Individual with Disabilities | 36.65 | 0 | -36.65 | 38.23 | | | 41.4 | |
| Economically Disadvantaged | 32.4 | N/A | N/A | 34.09 | | | 37.47 | |
| Single Parents | 66.7 | N/A | N/A | 67.53 | | | 69.19 | |
| Out of Workforce Individuals | * | N/A | N/A | * | | | * | |
| English Learner | 50 | 0 | -50 | 51.25 | | | 53.75 | |
| Homeless Individuals | 32.5 | N/A | N/A | 34.19 | | | 37.56 | |

| | | | | | | |
|---|-------|-------|--------|-------|--|-------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | 37.6 | N/A | N/A | 39.16 | | 42.28 |
| Youth who are in, or have aged out of, the foster care system | * | N/A | N/A | * | | * |
| Youth with parents on active duty in the armed forces | * | 33.33 | N/A | * | | * |
| ESSA Categories - Racial & Ethnic | | | | | | |
| American Indian or Alaska Native | * | 0 | N/A | * | | * |
| Asian | * | 0 | N/A | * | | * |
| Black or African American | 50 | 33.33 | -16.67 | 51.25 | | 53.75 |
| Hispanic/Latino | 29.15 | 25 | -4.15 | 30.92 | | 34.46 |
| Native Hawaiian or Other Pacific Islander | * | N/A | N/A | * | | * |
| White | 38.2 | 37.29 | -0.91 | 39.75 | | 42.83 |
| Two or More Races | 28.75 | 80 | 51.25 | 30.53 | | 34.09 |
| Gender | | | | | | |
| Male | 21.85 | 10.77 | -11.08 | 23.8 | | 27.71 |
| Female | 55.65 | 61.11 | 5.46 | 56.76 | | 58.97 |

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those

disparities or gaps?

What: We want to support an improvement in our non-traditional program enrollment by at least .125 percent per year over a 2-year cycle.

Why: To generate interest in and access to non traditional careers with the goal of opening up these professions to the under-represented gender, providing equitable learning experiences and workforce options for all students.

How/Who/When (Strategy & Action Steps):

Strategy:

Develop a plan to improve enrollment in non-traditional program areas.

Action Steps:

- CTE Director and Human Resources will continue to recruit non-traditional teachers; ongoing
- CTE staff and teachers will support non-traditional students in CTSO's and encourage competitive events;
- MS CDC to encourage non-traditional career exploration through career fairs and inventory searches; yearly
- CTE teachers and staff will actively recruit non-traditional students during showcase days and registration meetings; showcase days occur yearly, registration meetings occur each semester.
- Highlight non-traditional student successes and have non-traditional students participate in showcase days to encourage other non-traditional participation.
- CTE staff and teachers will encourage job shadowing, internships and apprenticeships at non-traditional work sites; within the course and throughout the semester.
- Ensure barriers for participation are removed by exploring funding options for CTSOs, etc.
- CTE staff will continue exploration of new pathway options and/or CCP partnerships that encourage non-traditional participation; each semester.
- In June 2021, the CTE Director, CIMC, and the CDC/SPC will review the action steps to plan for the next school year.

5S1 Program Quality-Attained Recognized Postsecondary Credential

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients. Performance Indicator Seven (5S1) Program Quality-Attained Recognized Postsecondary Credential. The state goal of 21.57% of CTE Concentrators graduating from high school having attained a recognized postsecondary credential.

5S1 Program Quality-Attained Recognized Postsecondary Credential

| Category | 2019-2020 | | | 2020-2021 | | | 2021-2022 | |
|------------------------------|-----------|--------|--------------|-----------|--------|--------------|-----------|-----------|
| | Benchmark | Actual | Gap Analysis | Benchmark | Actual | Gap Analysis | Benchmark | Benchmark |
| Overall | 32.95 | 53 | 20.05 | 34.63 | | | 37.97 | |
| Special Populations | | | | | | | | |
| Individual with Disabilities | 28.45 | 50 | 21.55 | 30.24 | | | 33.81 | |
| Economically Disadvantaged | 36.25 | 51.6 | 15.35 | 37.84 | | | 41.03 | |
| Single Parents | N/A | N/A | N/A | N/A | | | N/A | |
| Out of Workforce Individuals | N/A | N/A | N/A | N/A | | | N/A | |
| English Learner | * | * | N/A | * | | | * | |
| Homeless Individuals | N/A | 37.5 | N/A | N/A | | | N/A | |

| | | | | | | |
|---|-------|------|-------|-------|--|-------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | 17.1 | N/A | N/A | 19.17 | | 23.31 |
| Youth who are in, or have aged out of, the foster care system | N/A | N/A | N/A | N/A | | N/A |
| Youth with parents on active duty in the armed forces | N/A | * | N/A | N/A | | N/A |
| ESSA Categories - Racial & Ethnic | | | | | | |
| American Indian or Alaska Native | N/A | * | N/A | N/A | | N/A |
| Asian | * | * | N/A | * | | * |
| Black or African American | 31.25 | 80 | 48.75 | 32.97 | | 36.4 |
| Hispanic/Latino | 16.65 | 41.7 | 25.05 | 18.73 | | 22.9 |
| Native Hawaiian or Other Pacific Islander | N/A | N/A | N/A | N/A | | N/A |
| White | 33.8 | 56 | 22.2 | 35.46 | | 38.76 |
| Two or More Races | 16.65 | 18.2 | 1.55 | 18.73 | | 22.9 |
| Gender | | | | | | |
| Male | 32.8 | 40.4 | 7.6 | 34.48 | | 37.84 |
| Female | 33.65 | 68 | 34.35 | 35.31 | | 38.62 |

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those

disparities or gaps?

What: We want to continue to improve the post-secondary credential proficiency rates by at least .125 percent each year over a 2-year cycle, which will bring every population above the state average by the end of the 4 years.

Why: We want to ensure that we are guiding students to potential career interests while they are in high school, post-secondary credentials will further benefit students as they enter the workforce.

How/Who/When (Strategy & Action Steps):

Strategy:

Develop a plan to effectively communicate the importance of credentials.

Action Steps:

- CTE staff and teachers will review changes to credentials regularly to ensure students are proficient in the content.
- CTE staff will provide or arrange professional development for teachers to obtain credentials offered in their program area.
- CTE staff, teachers and industry presentations will provide information for students about importance of credentials.
- CTE staff will continue to work to create articulation credits based on credentials with local community colleges.
- As pathway changes continue, CTE staff will work to ensure CTE teachers offer credentials in pathway courses and encourage students to research credential impact on their future careers.
- CIMC and CDC will continue to hold WorkKeys Boot Camps to assist students in obtaining the National Career Readiness Certification.
- CTE teachers are encouraged to check their Moodle weekly for updates and to attend Summer Conference for credential updates and training.
- In June 2021, the CTE Director, CIMC, and the CDC/SPC will review the action steps to plan for the next school year.

5S4 Program Quality-Other

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients. Performance Indicator Eight (5S4) Program Quality-Other. The state goal of 71.63% of CTE Participants who have met proficiency using the state assessment measure in the reporting year.

5S4 Program Quality-Other

| Category | 2019-2020 | | | 2020-2021 | | | 2021-2022 | |
|------------------------------|-----------|--------|--------------|-----------|--------|--------------|-----------|-----------|
| | Benchmark | Actual | Gap Analysis | Benchmark | Actual | Gap Analysis | Benchmark | Benchmark |
| Overall | 78.9 | N/A | N/A | 79.43 | | | 80.48 | |
| Special Populations | | | | | | | | |
| Individual with Disabilities | 72.35 | N/A | N/A | 73.04 | | | 74.42 | |
| Economically Disadvantaged | 70.9 | N/A | N/A | 71.63 | | | 73.08 | |
| Single Parents | 75 | N/A | N/A | 75.63 | | | 76.87 | |
| Out of Workforce Individuals | N/A | N/A | N/A | N/A | | | N/A | |
| English Learner | 41.65 | N/A | N/A | 43.11 | | | 46.02 | |
| Homeless Individuals | 55.3 | N/A | N/A | 56.42 | | | 58.65 | |

| | | | | | | | |
|---|-------|-----|-----|-------|--|--|-------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | 70.2 | N/A | N/A | 70.95 | | | 72.43 |
| Youth who are in, or have aged out of, the foster care system | 33.35 | N/A | N/A | 35.02 | | | 38.34 |
| Youth with parents on active duty in the armed forces | 100 | N/A | N/A | 100 | | | 100 |
| ESSA Categories - Racial & Ethnic | | | | | | | |
| American Indian or Alaska Native | 66.7 | N/A | N/A | 67.53 | | | 69.19 |
| Asian | 100 | N/A | N/A | 100 | | | 100 |
| Black or African American | 48 | N/A | N/A | 49.3 | | | 51.9 |
| Hispanic/Latino | 54.15 | N/A | N/A | 55.3 | | | 57.58 |
| Native Hawaiian or Other Pacific Islander | N/A | N/A | N/A | N/A | | | N/A |
| White | 82.2 | N/A | N/A | 82.65 | | | 83.53 |
| Two or More Races | 62.9 | N/A | N/A | 63.83 | | | 65.68 |
| Gender | | | | | | | |
| Male | 80.85 | N/A | N/A | 81.33 | | | 82.28 |
| Female | 76.5 | N/A | N/A | 77.09 | | | 78.26 |

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those

disparities or gaps?

What: We want to see an increase in Special Populations- English Learner, Homeless Individuals, and Youth who are in, or have aged out of, the foster care system by at least 1.0 percent each year over a 2-year period.

Why: These particular populations struggle the most with meeting proficiency on CTE assessments that are used for proof of learning.

How/Who/When (Strategy & Action Steps):

Strategy:
Implement supports for interventions in CTE courses that use an assessment as proof of learning.

Action Steps:

- CTE Director and CIMC will provide EOC data for teacher reflection and planning to close performance gaps; to be completed each semester
- CTE Director will analyze data to discuss with teachers to implement improved practices for improved performance; to be completed each semester
- CTE staff will be provided professional development in needed areas such as vocabulary, math, etc.; ongoing
- CTE staff and school administration will encourage cross curricular Professional Learning Community participation to increase CTE knowledge of other areas and vice versa; monthly.
- CIMC has offered refreshers on using Item Banks and SchoolNet and has published teacher and student user guides for creating and taking online tests; ongoing.
- CIMC offers and provides assistance on preparing EC students for state CTE tests; ongoing.
- CTE staff encourages use of CTE Moodles to find effective strategies used by fellow CTE teachers.
- CTE staff coordinates with Digital Learning Specialists to help CTE teachers incorporate technology in their instruction and learning management; monthly.
- In June 2021, the CTE Director, CIMC, and the CDC/SPC will review the action steps to plan for the next school year.

Evaluation of Performance

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response. Complete the narratives beneath the response tables.

Evaluation of performance of students served with respect to state determined and local levels of performance.

Performance Goals

| 1 = Not Met (< 90% of SDPL/Goal) 2 = Met (= 90% and up to SDPL/Goal) 3 = Exceeded (> of SDPL/Goal) | | 2019-2021 |
|---|---|------------------|
| a) | Graduation Rate (1S1): Student performance met or exceeded the state-determined performance level. | * 2 ▼ |
| b) | Graduation Rate (1S1): Student performance met or exceeded the state goal. | * 2 ▼ |
| c) | Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state-determined performance level. | * 2 ▼ |
| d) | Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state goal. | * 3 ▼ |
| e) | Academic Proficiency - Mathematics (2S2): Student performance met or exceeded the state-determined performance level. | * 2 ▼ |
| f) | Academic Proficiency - Mathematics (2S2): Student performance met or exceeded the state goal. | * 3 ▼ |

| | | |
|----|--|-------|
| g) | Academic Proficiency - Science (2S3): Student performance met or exceeded the state-determined performance level. | * 2 ▼ |
| h) | Academic Proficiency - Science (2S3): Student performance met or exceeded the state goal. | * 1 ▼ |
| i) | Postsecondary Placement (3S1): Student performance met or exceeded the state-determined performance level. | * 2 ▼ |
| j) | Postsecondary Placement (3S1): Student performance met or exceeded the state goal. | * 3 ▼ |
| k) | Non-Traditional Program Enrollment (4S1): Student performance met or exceeded the state-determined performance level. | * 2 ▼ |
| l) | Non-Traditional Program Enrollment (4S1): Student performance met or exceeded the state goal. | * 3 ▼ |
| m) | Program Quality - Attained Recognized Postsecondary Credentials (5S1): Student performance met or exceeded the state-determined performance level. | * 2 ▼ |
| n) | Program Quality - Attained Recognized Postsecondary Credentials (5S1): Student performance met or exceeded the state goal. | * 3 ▼ |
| o) | Program Quality - Other (5S4): Student performance met or exceeded the state-determined performance level. | * 2 ▼ |
| p) | Program Quality - Other (5S4): Student performance met or exceeded the state goal. | * 3 ▼ |

| | | |
|--|--|-------|
| CTE Administration | | |
| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished | | |
| q) | The CTE Administration consistently provides school administrators and teachers with CTE Performance Indicator data. | * 2 ▼ |
| r) | The CTE Administration frequently shares data analysis results in an understandable format with all stakeholders in a timely and effective manner. | * 2 ▼ |

| | | |
|----|---|-------|
| s) | The CTE Administration leads teachers and administrators in processes that monitor students work to ensure high standards of rigor and relevancy. | * 1 ▼ |
| t) | The CTE Administration has a regular, ongoing process for leading schools through the analysis of their data and for making adjustments to their programs based on data analysis. | * 1 ▼ |
| u) | The CTE Administration has a systematic, ongoing process for monitoring the progress toward achieving the goals of the strategic plan. | * 2 ▼ |

*** Consultation Method**

- Baseline indicators spreadsheet from NCDPI downloaded from NCCTE Admin Vault
- Baseline indicators document from Western Region CTE Coordinator with LEA Comparison to State Avg
- Survey of school level administrators and CTE teachers (Google Surveys)
- Consultation with curriculum director and human resources director (face to face meetings)

*** What We Are Doing Well**

- Graduation rate
- Program quality for post-secondary credentials
- Providing CTE indicator data to school administration and teachers

*** Identified Needs**

- (A) Improve science scores to meet or exceed the state goal (met local goal but need to work to exceed state goal)
- (B) Create processes that monitor student work in identified areas to ensure rigor. Work with school level administrators and CTE teachers to monitor rigor and to provide professional

development on increasing and differentiating rigor for students.

(A)- What/Goal:

Develop a process for collaboration between CTE teachers and science teachers

(A)- Why:

To improve scores

(A)- How:

Strategy:

Begin having interdepartmental PLC meetings with CTE and Science teachers

Action Steps:

(A)- Who:

The CIMC and CTE Director will work with school administration to facilitate these meetings
School administration will provide time for interdepartment PLC meetings
Teachers will collaborate

(A)- When:

To begin in September, 2020

(B)- What/Goal:

Increase rigor in CTE classes (i.e. honors level)

(B)- Why:

More honors CTE courses need to be made available to our students to create a robust learning environment

(B)- How:

Strategy:

Provide professional development for the implementing and submitting an honors portfolio as well as coaching from the CIMC

(B)- Who:

The CIMC will provide coaching

The Director will provide professional development opportunities

The teacher will be responsible for developing and implementing the honors portfolio for approval

(B)- When:

To begin in the fall of 2020

Labor Market Alignment

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response. Complete the narratives beneath the response tables.

Aligned to state, regional or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate; or designed to meet local education or economic needs not identified by state boards or local workforce development boards.

Labor market alignment

| | | 2019-2021 |
|--|---|------------------|
| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished | | |
| a) | All current Career Pathways align to current industry demand and needs. | * 2 ▼ |
| b) | Projected industry growth has been analyzed and processes are in place to phase in new Career Pathways and phase out those that do not align to industry demand. | * 2 ▼ |
| c) | Emerging occupations have been identified and plans are in place to implement programs and activity offerings to students. | * 1 ▼ |
| d) | Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified. | * 1 ▼ |
| e) | CTE concentrator graduates are entering postsecondary opportunities (work, college, etc.) aligned to their high school concentration. | * 2 ▼ |
| f) | Opportunities for special populations to participate in the labor market have been identified and programs/activities have been implemented to prepare special population students for postsecondary (work, college, etc.) opportunities. | * 1 ▼ |

*** Consultation Method**

- Mountain Area Workforce Board (face to face meeting)
- CTE Teachers (monthly meetings)
- ApprenticeshipNC (phone conversation with Charlie Milling, WNC coordinator; specifically about hospitality and tourism)
- Blue Ridge Community College (long standing partnership; face to face meetings; discuss courses and scheduling specifically with welding, machining, business, early childhood, law, accounting, and automotive)
- Data from NC Careers (Star Jobs was used to evaluate programs)
- NC Works (internet search for open jobs in the area)
- NC Tower (internet search for pay for associate and bachelor degrees)

*** What We Are Doing Well**

- Aligning courses taught in high school with industry demand
- Providing course opportunities and pathways to prepare students for future occupations
- Providing opportunities for students to attend career fairs
- Providing a career academy facilitated through a partnership with TCS and BRCC for educators

*** Identified Needs**

- (A)- Soft skills for successful employability
- (B)- Improve the accuracy of student contact information in order to collect better data related to CTE concentrator graduates post-secondary plans and improve CTE courses.

*** Describe how the identified needs will be addressed.**

(A)- What/Goal:

- Develop a comprehensive process to improve the soft skills of students

(A)- Why:

- Based on discussions with local business owners, students are lacking basic soft skills (i.e. social skills and communication skills)

(A)- How:

Strategy:

- Begin teaching lessons to 5th- 8th graders specifically geared towards soft skills.

Action Steps:

(A)- Who:

- The middle school Career Development Coordinator (CDC) will be responsible for coordinating this with the elementary and middle school principals.

- The middle school CDC along with the CTE Director will work together to find a suitable curriculum.
 - The CTE Director will be responsible for overseeing the instruction provided by the middle school CDC
- (A)- When:
- Curriculum will be selected prior to the start of the 20-21 school year
 - Lessons will be scheduled throughout the 20-21 school year
 - Evaluations will be conducted throughout the 20-21 school year to assess the effectiveness of the program

(B)- What/Goal:

- Improve accuracy of data collected for concentrator survey

(B)- Why:

- In previous years it has been difficult to reach graduated seniors to collect concentrator data and post-secondary plans. Data may be inaccurate and therefore ineffective due to this.

(B)- How:

Strategy:

- Design a process to effectively conduct exit interviews of graduating seniors to ensure correct data is collected

Action Steps:

(B)- Who:

- The CTE Director will develop a google form that includes all necessary information needed to grow and improve CTE courses
- The CIMC will be responsible for sharing the google form to CTE teachers
- The CIMC will be responsible for gathering data from early graduates
- CTE teachers will be responsible for sharing the google form with students and ensuring the form is completed
- The CIMC and Director will analyze the data to ensure accuracy, completeness, and to make improvements in CTE courses

(B)- When:

- The google form will be developed prior to November, 2020
- The form will be administered to teachers in the spring, 2021
- Teachers will begin to collect the forms 10 days prior to the end of the school year June, 2021

Size, Scope, and Quality

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Sufficient in size, scope, and quality to meet the needs of all students served.

Size and Scope of Program

| | 2019-2021 |
|---|-----------|
| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished | |
| a) CTE enrollment data is analyzed and used to inform program offerings. | * 2 ▼ |
| b) CTE enrollment data is analyzed and used to inform the number of courses and course sections within the program. | * 3 ▼ |
| c) All students are able to enroll in the CTE program(s) of their choice and not denied access due to limited course offerings, lack of advisement, local enrollment restrictions, etc. | * 3 ▼ |

CTE Teaching and Learning Quality

| | 2019-2021 |
|--|-----------|
| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished | |
| a) Course blueprints are used to inform instruction in all CTE courses. | * 2 ▼ |
| b) Course User Guides are used to ensure instructional time is maximized in all CTE courses. | * 2 ▼ |
| c) Both teachers and students have a clear understanding of learning targets. | * 2 ▼ |

| | | | |
|----|---|-----|---|
| d) | Classroom instruction is aligned to the Standard Course of Study Standards/Objectives and delivered using the appropriate level of rigor. | * 2 | ▼ |
| e) | Students are challenged and are engaged in cognitive rigor that leads to demonstration of knowledge and learning. | * 2 | ▼ |
| f) | Teachers actively plan for student differences so that all students can learn to the best of their ability. | * 1 | ▼ |
| g) | Classroom instruction is planned to foster student engagement. | * 2 | ▼ |
| h) | Formative, authentic and summative assessments are aligned to the Standard Course of Study Standards/Objectives and are assessed at the appropriate level of rigor. | * 1 | ▼ |

Facilities and Equipment Quality

| | | 2019-2021 | |
|--|---|-----------|---|
| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished | | | |
| a) | Facilities, equipment, technology and materials meet state-level CTE program guidelines. | * 1 | ▼ |
| b) | Facilities, equipment and technology reflect current workplace, industry and/or occupational practices and requirements. | * 2 | ▼ |
| c) | Equipment and technology to student ratio meets state-level guidelines. | * 2 | ▼ |
| d) | Facilities, equipment and technology are in good working order and are used in a safe manner. | * 2 | ▼ |
| e) | Adequate classroom and/or workshop space is available. | * 2 | ▼ |
| f) | Safety inspection of CTE labs/shop areas are conducted annually (at minimum). | * 1 | ▼ |
| g) | Instructional facilities are clean, well-organized, and conducive to learning. | * 1 | ▼ |
| h) | Students demonstrate safe and appropriate use of facilities, equipment, technology and materials within the program of study. | * 2 | ▼ |

i) Regularly inspect, update and replace equipment, technology and materials.

* 2

Career Awareness, Exploration and Preparation Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished

2019-2021

a) Career Interest Inventories are administered and used for advisement and registration.

* 1

b) Career awareness, exploratory and development information/opportunities are shared verbally (group or individual) with students, parents, staff and other stakeholders.

* 2

c) Career awareness, exploratory and development information/opportunities are shared through other means of non-verbal media (brochures, websites, flyers, social media, etc.).

* 1

d) CTE students participate in employer visits, career fairs, industry and postsecondary tours.

* 2

e) Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.

* 3

f) Each CTE student in the program of study has a personalized, multi-year education and Career Development Plan (CDP) that reflects exploration of the student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning (e.g. WBL, CTSOs and credentialing).

* 2

g) Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation, student credentialing and articulated credit.

* 2

h) Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.

* 1

| | | |
|----|--|-----|
| i) | Students in the program of study have access to job search information and placement services as they near completion of the program of study. | * 1 |
| j) | Career development professionals have access to professional development and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making. | * 2 |

Student Credentialing Quality

| | | |
|--|---|-----|
| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished | | |
| a) | Students are provided credentialing opportunities in CTE courses that offer student credentialing. | * 3 |
| b) | Students are provided their first credential opportunity attempt at no cost for each aligned CTE course that they are enrolled. | * 3 |
| c) | Student credential data provides evidence of a successful credentialing program. | * 2 |

Postsecondary Alignment Quality

| | | |
|--|---|-----|
| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished | | |
| a) | Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements. | * 2 |
| b) | The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available. | * 2 |
| c) | A MOU has been created outlining articulation and CTE CCP opportunities for students and evaluated on a regular basis. | * 3 |
| d) | A process is in place to ensure students receive articulated credits upon matriculation. | * 2 |

Partnership Quality

| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished Advisory council members represent employers in local, regional, or state "in-demand" jobs. | 2019-2021 |
|--|-----------|
| a) Advisory council members represent employers in local, regional, or state "in-demand" jobs. | * 2 ▼ |
| b) Advisory council members are engaged and assist in the planning and implementation process of the CTE program. | * 2 ▼ |
| c) Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs. | * 1 ▼ |
| d) Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders. | * 2 ▼ |
| e) Partners provide guidance in the selection of Career Pathways that meet current and future workforce demand. | * 1 ▼ |
| f) Partners provide guidance in the identification of industry recognized credentials aligned to in-demand jobs. | * 1 ▼ |
| g) Partners support student extended learning by providing opportunities such as work-based learning experiences. | * 1 ▼ |
| h) Partners support teacher extended learning by providing opportunities such as externships to stay current with industry-relevant knowledge and skills. | * 0 ▼ |
| i) Partners support program of study sustainability by advocating for and promoting the program of study. | * 0 ▼ |

Career and Technical Student Organizations Quality

| | |
|---|-----------|
| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished | 2019-2021 |
|---|-----------|

| | | |
|----|--|-------|
| a) | CTSOs are offered to all students for each program area offered at the middle school level. | * 1 ▼ |
| b) | CTSOs are offered to all students for each program area offered at the high school level. | * 1 ▼ |
| c) | CTSO's have a calendar of events and hold regular meetings. | * 1 ▼ |
| d) | CTSOs provide opportunities for students to participate in relevant competitive events. | * 2 ▼ |
| e) | CTSOs provide opportunities for students to participate in relevant community and school service activities. | * 2 ▼ |
| f) | CTSOs provide opportunities for students to participate in leadership development activities. | * 3 ▼ |
| g) | CTSOs are supervised by CTE staff with clearly defined roles. | * 3 ▼ |
| h) | CTSOs are aligned with relevant national, state and/or local standards. | * 2 ▼ |
| i) | CTSOs have a formal officer team in place with assigned leadership positions. | * 1 ▼ |
| j) | CTSO advisors attend professional learning opportunities to be prepared to be an effective advisor. | * 1 ▼ |

Work-Based Learning Quality

| | | |
|--|--|------------------|
| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished | | 2019-2021 |
| a) | A full continuum of industry learning, and work-based learning experiences are offered to students. | * 1 ▼ |
| b) | Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills. | * 2 ▼ |
| c) | Work-based learning experiences are intentionally aligned with each student's education and career goals. | * 2 ▼ |

| | | |
|----|--|-----|
| d) | Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate). | * 3 |
| e) | Work-based learning experiences are supervised by CTE staff with clearly defined roles. | * 3 |
| f) | Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio, journal and/or presentation. | * 3 |

*** Consultation Method**

- Yearly audits of student pathways and concentrations (manual verification using transcripts and student data from PowerSchool)
- Registration data to drive course offerings (based on course selections by students)
- Career and course guidance, as well as internship opportunities (face to face meetings with counselors and school administration)
- Address the facilities and equipment needs (google form)
- Teacher yearly inventory and CTE equipment lists necessary for each course (google form, NC CTE equipment list)

*** What We Are Doing Well**

- Enrollment data is used to inform course offerings
- Project based learning is encouraged and used regularly to engage students
- High student credential achievement
- Strong partnership with Blue Ridge Community College, increasing student attainment of College and Career Promise credits
- Students attend local career fairs and visit local employers

*** Identified Needs**

- (A)- Ensure that all CTE facilities and equipment meet state-level CTE program guides
- (B)- Continue to improve differentiation and rigor in CTE

*** Describe how the identified needs will be addressed.**

(A)- What/Goal:

- Facilities and equipment at Brevard High School and Rosman High School will be updated to exceed state guidelines

(A)- Why:

- Facilities in both schools are outdated and in need of this renovation.

(A)- How:

Strategy:

- The CTE Director will collaborate with district leadership and architects to ensure the CTE facilities meet expectations.

Action Steps:

(A)- Who:

- The CTE Director will be responsible for advocating for CTE facilities and ensuring they meet guidelines
- Teachers will be responsible for ensuring facilities and equipment are properly inventoried and maintained
- School administration, school counselors, the CIMC, and the CTE director will be responsible for ensuring proper student placement based on interest and concentration

(A)- When:

- Renovations are to begin in the spring of 2020
- Inventory will begin as soon as teachers are in the new facility and will be conducted twice a year

(B)- What/Goal:

- Provide effective differentiated instruction to students while following course blueprints

(B)- Why:

- Career Technical Education provides a wealth of benefits to all students; however, our teachers often struggle with differentiation and understanding how to effectively differentiate

(B)- How:

Strategy:

- Provide differentiated lessons and work-based learning opportunities for students

Action Steps:

(B)- Who:

- The CIMC will work directly with teachers to provide coaching and examples of differentiated learning strategies
- The CIMC, teacher, and special needs teacher will collaborate to effectively meet student needs, interests, and potential post-secondary plans

(B)- When:

- The collaboration will begin in the fall of 2020
- The coaching will begin in the fall of 2020

Career Pathways Implementation Evaluation of Progress

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Evaluation of progress toward the implementation of career and technical education programs and pathways.

Career Pathways Implementation Evaluation of Progress

| | | 2019-2021 |
|--|---|-----------|
| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished | | |
| a) | Career Pathways offerings are based on an analysis of data trends including enrollment and retention over time, alignment to region and state labor market demand, learner outcomes, and degree of secondary and postsecondary alignment. | * 3 ▼ |
| b) | Secondary or postsecondary partners play a role in Career Pathways design and delivery. | * 1 ▼ |
| c) | Business and industry partners play a role in Career Pathways design and delivery. | * 2 ▼ |
| d) | Current and future workforce needs and economic priorities in your locale are used to determine Career Pathways offerings. | * 2 ▼ |
| e) | Secondary and postsecondary courses within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education. | * 2 ▼ |
| f) | Career Pathways allow for multiple entry and exit points. | * 1 ▼ |
| g) | Career Pathways provide relevant work-based learning opportunities. | * 3 ▼ |
| h) | Career Pathways provide relevant credentialing opportunities as appropriate. | * 2 ▼ |

| | | |
|----|--|-----|
| i) | Career Pathways provide CTSO opportunities. | * 2 |
| j) | Students in the Career Pathways have opportunities to earn credit that articulates to the next level of education, such as through articulation and CTE Career and College Promise. | * 1 |
| k) | Plans are in place for reviewing and implementing future work-based learning, industry certifications, early post-secondary opportunities, and career development activities, including data on learner participation and success in such efforts. | * 1 |
| l) | Career Pathways information are mapped out in an easy to read format informing students and parents the appropriate course sequence providing a seamless transition to postsecondary opportunities and the workforce. | * 1 |

*** Consultation Method**

- Mountain Area Workforce Development Board (MAWDB) (served on the advisory board, face to face meetings)
- Blue Ridge Community College (face to face meetings to discuss Perkins V)
- New Course offerings and pathways (face to face meetings with teachers, school administration, and counselors)
- Course sequencing / pathway guide (collaboration between Curriculum Director, Assistant Superintendent, CIMC, and school counselors to create a new guide for students)

*** What We Are Doing Well**

- Providing credentialing opportunities
- Increasing Career Technical Student Organization offerings and involvement
- Partnering with BRCC in developing and designing our pathways
- Partnering with MAWDB in pathway design
- Partnerships with CCP will allow multiple entry and exit points

*** Identified Needs**

- (A)- Increase offerings of work-based learning opportunities
- (B)- Improve community partnerships for CTSOs

*** Describe how the identified needs will be addressed.**

(A)- What/Goal:

- Increase the number of internships completed by students

(A)- Why:

▪ Students need more work-based opportunities to gain experience in the chosen field of study

(A)- How:

Strategy:

- Provide internship opportunities for juniors and seniors in CTE courses

Action Steps:

(A)- Who:

- The CTE Director will collaborate with a local Foundation to explore and implement new internship opportunities
- The CIMC and MS CDC will facilitate partnerships between CTE teachers and local businesses
- The CIMC will identify potential internship opportunities
- The teachers will encourage ongoing partnerships with local businesses to support CTE courses and CTSO involvement

(A)- When:

- Collaboration with business/industry will begin in the summer of 2020
- Teacher collaboration will begin as early as August, 2020
- Identifying internships and partnerships to begin in the summer of 2020

(B)- What/Goal:

- Strengthen CTSOs through local business partnerships

(B)- Why:

- CTSOs struggle with fundraising and support from local businesses

(B)- How:

Strategy:

- Have at least one local business partner with each CTSO

Action Steps:

(B)- Who:

- The CIMC will identify potential partnerships
- The CTE Director will facilitate the beginning meeting between the business and teacher in order to generate support for the entire program (teacher, student, CTSO)
- The teacher will be responsible for maintaining the partnership

(B)- When:

- Partnership will be identified beginning in the summer, 2020
- As early as July, 2020 partnership introductions will occur

Improve Recruitment, Retention, and Training

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Recruitment, Retention and Training of CTE Teachers

| | 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished | 2019-2021 |
|---|--|------------------|
| a) CTE staff supporting the program of study meet appropriate state certification and licensing requirements. | | * 3 ▼ |
| b) CTE staff supporting the program of study hold the industry recognized credential(s) that they offer to students. | | * 1 ▼ |
| c) CTE staff reflect the demographic makeup of the student body. | | * 2 ▼ |
| d) CTE educators maintain up-to-date knowledge and skills across all aspects of an industry. | | * 2 ▼ |
| e) CTE staff attend local, regional, and state professional development opportunities. | | * 2 ▼ |
| f) CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment, and extended learning activities and to analyze data for program improvement. | | * 1 ▼ |
| g) Student data informs the professional learning opportunities provided to teachers. | | * 3 ▼ |

| | | |
|----|---|-----|
| h) | Transparent processes are in place to retain and recognize CTE teachers and support staff. | * 2 |
| i) | Exit interviews are analyzed for patterns to inform processes and practices. | * 2 |
| j) | Consistent processes and supports are available for all newly hired CTE teachers and support staff. | * 1 |
| k) | CTE teachers and support staff participate in structured, data driven, student focused professional learning communities. | * 1 |
| l) | Teacher recruitment plans are developed based on the analysis of CTE position shortage trends. | * 1 |

*** Consultation Method**

- Master schedule consult (meeting with regional coordinator)
- Teacher licensure with crosswalk (face to face meetings with teachers; research and study of crosswalk)
- Review CTE courses (meetings with data managers at schools and school counselors)

*** What We Are Doing Well**

- Teacher demographics are reflective of the student body

- Teachers are supported and encouraged to attend professional development
- PLCs are encouraging collaboration between CTE and other departments
- Beginning teacher training and mentor/mentee support
- CIMC provides 1:1 training as needed as well as group sessions

*** Identified Needs**

- (A)- Improve the recognition of CTE teachers
- (B)- Celebrate student successes and those who are pursuing a technical credential

*** Describe how the identified needs will be addressed.**

(A)- What/Goal:

- Recognize CTE teachers' success throughout the year and recognize a CTE teacher of the year in addition to the school and district Teacher of the Year

(A)- Why:

- Over the last several years, a CTE TOY has not been recognized, this has been identified as something the teachers would like to bring back. Also, teachers need to be recognized for the success they have in the classroom and with their CTSO. Teachers need to know they are appreciated and valued.

(A)- How:

Strategy:

- Weekly newsletters will be sent out to highlight teacher successes and an end of year celebration will be held to celebrate the CTE TOY

Action Steps:

(A)- Who:

- The CTE Director will be responsible for sending out the weekly newsletter
- The CTE Director, CIMC, MS CDC, and administrative assistants will be responsible for planning the end of year celebration

(A)- When:

- The newsletter will be sent out every Friday beginning August, 2020
- The end of year celebration will be held in late May, 2021

(B)- What/Goal:

- Bring CTE to the forefront and have it be valued so that it parallels the value of honors academic courses

(B)- Why:

- Students excelling in CTE courses deserve recognition for their accomplishments, this promotes the teacher success as well, thus improving retention and recruitment

(B)- How:

Strategy:

- Highlight student success at each school with announcements and a bulletin board in each school

Action Steps:

(B)- Who:

- The CIMC, MS CDC, and teachers will notify the Director of student successes
- The Director will notify school administration
- The CIMC and MS CDC will maintain the bulletin board

(B)- When:

- Celebrating student successes will begin in August, 2020 starting with any successes prior to COVID-19 (March 13, 2020)

| | |
|--|--|
| | |
|--|--|

Equal Access to High-Quality CTE Programs of Study for All Students

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

- Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:
- o Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
 - o Providing programs that are designed to enable special populations to meet the local levels of performance; and
 - o Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Equal Access to High-Quality CTE Programs of Study for All Students

| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished | | 2019-2021 |
|--|--|------------------|
| a) | All learners have access to high-quality CTE programs of study. | * 1 ▼ |
| b) | The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory. | * 3 ▼ |
| c) | Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and special populations. | * 2 ▼ |
| d) | Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory. | * 3 ▼ |

| | | |
|----|--|-----|
| e) | Facilities, equipment, technology and materials are provided in a way that ensure all students have the opportunity to achieve success in the program of study. | * 2 |
| f) | Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate. | * 2 |
| g) | Supportive services are provided to ensure all students have the opportunity to achieve success in the program of study, as appropriate. | * 1 |
| h) | Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation and articulated credit, for all students. | * 2 |

*** Consultation Method**

- Course descriptions and registration materials (reviewing descriptions and registration materials; virtual meetings with school counselors)
- Coordination with Special Education (SPED) teachers (face to face meetings with SPED teachers to ensure proper placement)
- Collaboration between CTE teachers and Occupational Course of Study (OCS) teachers (face to face meeting; individual meetings per student placement)
- Exposing students to Transylvania Vocational Services (TVS visits and placement as appropriate)

*** What We Are Doing Well**

- Special population students are encouraged to participate in CTE courses and CTSOs
- Non-traditional enrollment and completion is encouraged
- Non-traditional teachers in multiple program areas

*** Identified Needs**

- (A)- Better coordination between staff for special populations students
- (B)- Scheduling students based on interest and transition goals, not just available spaces in classes

*** Describe how the identified needs will be addressed.**

(A)- What/Goal:

- Improve coordination between EC and CTE staff regarding student transition from middle to high school, and high school to post-secondary education or the workforce

(A)- Why:

- To ensure students are having a successful transition and to ensure that student needs are being met

(A)- How:

Strategy:

- CIMC/CPC/CDCs will work with EC staff to ensure students are receiving support for transitioning from TCS pathways to post-secondary opportunities and improve understanding of course selection being tied to transition goals.

Action Steps:

(A)- Who:

- CTE teachers, CTE Director, CIMC, and MS CDC will work with EC staff to better understand transition goals and interests in order to place students in course selection that align to the goals/interests

(A)- When:

- Meetings with CTE staff and EC teachers will begin in early summer, 2020

(B)- What/Goal:

- Effectively schedule EC students into courses that match transition goals

(B)- Why:

- In previous years, EC students have been placed in courses with available spacing or teacher preference as opposed to truly matching the course to the transition goal

(B)- How:

Strategy:

- Schedule EC students first and match courses to transition goals

Action Steps:

(B)- Who:

- School counselors will schedule EC students first to ensure their course enrollments match their transition goals and interests

(B)- When:

- Counselors will begin scheduling EC students in late summer, 2020

Subsection - Local Application Narratives

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part III: Local Application Narratives

Instructions

List all state-approved career pathways offered by your district using the drop down box below. The pathways are grouped alphabetically by the career clusters in the table below. Typing the first two or three letters of the career cluster in the drop down list will move the list to that career cluster list of pathways.

Select Add Row to add additional pathways.

Complete the narratives below the list.

State Approved Career Clusters

| | | |
|--|------------------------|---|
| Agriculture, Food, & Natural Resources | Finance | Law, Public Safety, Corrections & Security |
| Architecture & Construction | Health Science | Manufacturing |
| Arts, AV Technology, & Communications | Hospitality & Tourism | Marketing |
| Business Management & Administration | Human Services | Science, Technology, Engineering, & Mathematics |
| Education & Training | Information Technology | Transportation, Distribution & Logistics |

State Approved Career Pathways - List all career pathways offered by your district.

- * Agriculture, Food, & Natural Resources — Animal Science Career Pathway (ANSC) ▼
- * Agriculture, Food, & Natural Resources — Equine Science Career Pathway (EQSC) ▼
- * Agriculture, Food, & Natural Resources — Natural Resources Career Pathway (NARE) ▼
- * Arts, AV Technology, & Communications — Adobe Academy Career Pathway (ADAC) ▼
- * Business Management & Administration — General Management Career Pathway (GMGT) ▼

- * Health Science — Healthcare Professional Career Pathway (HPCP) ▼
- * Hospitality & Tourism — Culinary Arts Applications Career Pathway (CULA) ▼
- * Hospitality & Tourism — Travel & Tourism Career Pathway (TRTO) ▼
- * Information Technology — Computer Science Principles Career Pathway (CSPR) ▼
- * Manufacturing — Welding Career Pathway (WELD) ▼
- * Science, Technology, Engineering, & Mathematics — Technology Engineering & Design Career Pathway (TEND) ▼
- * Architecture & Construction — Masonry Career Pathway (MASO) ▼
- * Architecture & Construction — Carpentry Career Pathway (CARP) ▼
- * Architecture & Construction — Drafting Architectural Career Pathway (DRFA) ▼
- * Finance — Accounting Career Pathway (ACCT) ▼
- * Human Services — Early Childhood Development & Services Career Pathway (EACH) ▼
- * Law, Public Safety, Corrections & Security — FireFighter Technology Career Pathway (FIFI) ▼
- * Law, Public Safety, Corrections & Security — Law & Justice Career Pathway (LAWJ) ▼
- * Manufacturing — Advanced Manufacturing Career Pathway (ADMA) ▼
- * Agriculture, Food, & Natural Resources — Plant Systems Career Pathway (PLSV) ▼
- * Architecture & Construction — Interior Design Career Pathway (INDE) ▼

*** CTE Local Courses**

- CTE Local Course Options are not offered in our school district.
- CTE Local Course Options are offered and have been approved through the LCO application process.

List the approved Local Course Option Pathway(s) offered not identified in the State Approved Career Pathways list above. List the Career Cluster and Local Pathway name (i.e. Transportation, Distribution & Logistics - Aviation).

1) CTE course offerings and activities provided with Perkins funds must include at least one state-approved Career Pathway.

* Describe how the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded.

How/Who/When (Strategy & Action Steps):

Strategy:

TCS will offer state approved pathways, requiring students to complete 3 courses in a concentration area. While the state requirement is a 2 course concentration, TCS is locally requiring a 3 course concentration.

Action Steps:

Transylvania County Schools will offer 21 different approved pathways.

TCS will offer career exploration in 5th grade and middle school courses aligned to high school options

CTE credentials, internships, and Career and College Promise opportunities

Meetings with the Mountain Area Workforce Development Board provided data necessary to select appropriate pathway choices for our students

Labor market data and predictions from NC Careers and Star Jobs were reviewed for current labor trends and predicted job growth for all of NC, western NC, and upstate SC

Collaboration with Blue Ridge Community College staff has increased our ability to offer a variety of opportunities for students

Continued meetings and collaboration with community partners will be essential in providing the most beneficial courses for our students

The CTE Director, CIMC, and MS CDC will be responsible for attending the MAWDB meetings and disseminating the information

The CDC will be responsible for obtaining and updating labor market data

Collaboration between BRCC and the CTE Director will continue to be ongoing

The approved pathways are set to begin with the 2020-2021 school year

Monthly meetings with the MAWDB will continue, as well as monthly meetings with BRCC

The CLNA indicated that TCS needs to maintain the current pathways, with the development and implementation of computer science. Updating and purchasing new equipment will be necessary to support the computer science courses

* Describe how students, including special populations students, will learn about their school's CTE course offerings and whether each course is part of a CTE Career Pathway.

How/Who/When (Strategy & Action Steps):

Strategy:

Ensure that all students are completely informed about CTE offerings.

Action Steps:

- Pathway documents will be created in a student and parent friendly format (shared through Google Drive and posted on school webpages)- CIMC/CDC will be responsible for this; to be completed prior to August, 2020
- CIMC assists counselors to prepare for online course registration (ensure correct courses and pathways are included)- to begin July, 2020
- CIMC assists all students, including special population students, as needed or as requested during course selection with counselors- ongoing throughout the 2020-2021 school year and beyond
- Teachers are provided copies of course / pathway documents and encouraged to share with all students and advertise their programs- CTE Director will be responsible for training; to be completed in August 2020 and with monthly follow ups
- Guidance counselors meet one-on-one with each student, including special populations students, to assist with course selection and pathway completion- to occur during registration times (July/Aug 2020 & Dec/Jan, 2021)
- Course description documents are created from NCDPI CTE documents and pared down to TCS offerings (shared on webpages)- CIMC/CDC and the CTE Director will be responsible for this; to be completed prior to August, 2020
- CIMC / SPC will assist with OCS scheduling to help align courses to transition plans and to ensure students take courses multiple times as needed- August, 2020
- MS CDC provides course and pathway documents and descriptions to all 8th graders along with career assessments and course guidance- August, 2020
- EC teachers and transition coordinators will assist in educating students about CTE course offerings and pathways aligned to the student's career goals- August 2020

*** 2) Describe how the following activities will be provided in collaboration with local workforce development boards and other local workforce agencies, WIOA one-stop delivery systems and other partners:**

- Career exploration and career development coursework, activities or services.
- Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations, as determined by the comprehensive local needs assessment.
- Provide career exploration and career development through a systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study.

How/Who/When (Strategy & Action Steps):

Strategy:

Provide career information and exploration opportunities relevant to job market trends and student needs.

Action Steps:

TCS in collaboration with the MAWDB, BRCC, and other local agencies, the CTE Director, CDC, and MS CDC will work collaboratively to facilitate these activities during the 20-21 school year and beyond:

- Construction Career Day
- Career Quest and Expo
- Manufacturing Week tours
- Virtual Job Shadow (available through partnership with NCWorks)
- NCWorks staff visits classrooms and provides WorkKeys Prep Access
- Classroom visits from local employers / businesses
- CTE teachers incorporate career exploration activities in curriculum
- Student visits to local colleges
- Job shadow day for 6th graders
- 6th-8th grade: career exploration within CTE classes; MS CDC conducts classroom guidance and implements career exploration activities. Examples of activities will include virtual and/or face-to-face guest speakers, job shadowing, and field trips to local businesses. Also, students will complete interest inventories in NCCareers (Reality Check, Interest Finder, and Career Cluster Match), as well as, utilizing CFNC to plan for potential post-secondary goals
- 9th-12th grade: students focus on a CTE concentration to prepare them for post-secondary goals; students are invited to attend career fairs and college fairs, along with having opportunities for internships and clinical experiences (i.e. Vet Assisting, Nursing Fundamentals, Welding, etc)
- NCCareers facilitated exploration in middle school: interest assessment, Star Jobs activity based on interest assessment results
- 5th grade: Career Cluster survey, vision board project to showcase future career goals; students gain awareness on potential career paths suitable to their strengths and interests
- BRCC Career Coach visits all three high schools regularly to facilitate CCP and post-graduation guidance

- Career information on employment opportunities is disseminated to school counselors and CTE teachers; counselors and teachers, along with the CIMC and MS CDC communicate through classroom guidance and regular classroom instruction

*** 3) Describe how the local eligible recipient will:**

- Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
- Prepare CTE participants for non-traditional fields;
- Provide equal access for special populations to CTE courses, programs, and programs of study; and
- Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

How/Who/When (Strategy & Action Steps):

Strategy:

TCS CTE will prepare special populations for demand industry occupations, as well as high skill jobs, prepare CTE students for non-traditional fields, and ensure equal access for all students, including special populations.

Action Steps:

The CTE Director, CDC, and MS CDC will collaborate with the exceptional children's teachers, regular education teachers, and school administration to ensure equal access. This will begin in July, 2020 and be ongoing.

Coordination with EC staff and Vocational Rehabilitation- CTE Director and the CDC will facilitate

Employ non-traditional teachers in Ag, T & I and Culinary- CTE Director recruits non-traditional teachers (currently, one male teaching culinary and 2 females teaching agriculture)

Showcase non-traditional students in showcase days and publications- CDC and MS CDC will work collaboratively to facilitate

Encourage career exploration in non-traditional fields- CDC and MS CDC will work collaboratively to facilitate

Provide teacher PD for differentiation, modification, intervention and inclusion- CTE director will work with school administration to develop and plan appropriate PD to begin in September, 2020

SPC provides SP information and assistance to all CTE teachers- August, 2020

Coordination and communication between EC, SPC and CTE teachers- CTE Director will facilitate planning meetings

Standardized Modified Blueprint form and process for OCS CTE students- CDC will help regular education teachers to develop this

Accommodated student lists provided earlier in semester so teachers can modify from day 1 and not create barriers unknowingly- CDC, EC teachers will collaborate to complete this in Aug, 2020
All students, including special populations students are encouraged to participate in career and college fairs
All students, including special populations students are encouraged to take courses at BRCC (welding, automotive, etc.)
Non-discrimination statements will be posted in CTE classrooms.

4) Describe work-based learning opportunities that the local eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students. Include descriptions of at least two work-based learning opportunities that are related to CTE instruction. These worked-based learning opportunities shall consist of on-the-job training through an internship, cooperative education, apprenticeship program or experiential learning such as Nursing Fundamental Clinicals, etc.

How/Who/When (Strategy & Action Steps):

Strategy:

TCS will provide relevant work-based learning opportunities that are connected to the student's concentration area.

Action Steps:

Work-based learning opportunities are listed below, along with those responsible for facilitating and a timeline to implement:

- Nursing Fundamentals Clinical- Teacher will collaborate with local health agencies to facilitate clinical opportunities; beginning September, 2020
- Project based learning in Welding, Carpentry, Masonry and Technology- CDC will work with teachers to implement PBL opportunities- beginning August, 2020
- SAE Projects in all Ag Classes- Agriculture teachers will ensure SAE Projects are safe and complete- each semester beginning August, 2020
- Veterinary Assisting Clinical-Teacher will collaborate with local health agencies to facilitate clinical opportunities; beginning September, 2020
- CTE Internships-CDC will facilitate all internships as needed
- NCCER Performance Modules- Teacher will ensure and facilitate learning of the modules; August, 2020
- Developing Partnerships with ApprenticeshipNC and other local businesses- CTE Director, CDC, and MS CDC will facilitate and develop- September, 2020
- Livestock exhibits and shows-Teacher will facilitate as needed
- Make and sell custom signs, firepits, gates, etc.- T & I teachers will continue to use PBL as fundraiser events and real-world experience- 2020-2021 and beyond
- Conduct plant sales-Teacher will facilitate as needed

- CPR and First Aid training and AED usage- Teacher will facilitate as needed
- Vision screenings for elementary schools- Teacher will facilitate as needed
- Blood drives- Teacher will facilitate as needed
- Manage school farm- Teacher will facilitate as needed
- CTSO participation and competitions- all programs are expected to facilitate a CTSO beginning September, 2020

*** 5) Describe how students participating in CTE programs will be provided with the opportunity to gain postsecondary credit while still attending high school, such as articulated credit and CTE Career and College Promise (CCP).**

How/Who/When (Strategy & Action Steps):

Strategy:

Opportunities will be available to eligible students who wish to obtain post-secondary credit through collaboration with Blue Ridge Community College.

Action Steps:

Gaining postsecondary credit while in high school continues to be significant to students. In order to continue to provide opportunities and disseminate the information, TCS will do the following:

- BRCC Career Coach visits all high school campuses and provides information on opportunities to gain postsecondary credit- 2020-2021 and beyond (meetings can take place during intervention and enrichment)
- BRCC Career Coach and TCS CTE Staff coordinate to offer new pathways and ensure non-duplication of offerings- July, 2020 and beyond
- CCP Welding offered on BHS and RHS campuses- Collaboration with BRCC ensures this is successful- 2020-2021 and beyond
- CCP Pathways offered: Automotive Systems, Business Administration, Office Administration, Accounting, Early Childhood, Fire Fighter, Law & Justice, and Advanced Manufacturing (Machining)
- TCS CTE staff participate in articulation meetings and will advertise the new plan when released- Meeting facilitated by CDC and CTE Director- August, 2020

*** 6) Describe the support provided for the recruitment, preparation, retention and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals, including individuals from groups underrepresented in the teaching profession.**

How/Who/When (Strategy & Action Steps):

Strategy & Action Steps:

The primary vehicle for assessing teacher and instructional support personnel professional learning needs has been through the district's beginning teacher support program. The program meets with all BT teachers in years 1, 2, and 3 along with each mentor assigned to one of those teachers. This group provides a great cross-section of the district's teacher workforce and it is through those meetings and PD opportunities that we assess many of our teachers' PD needs. Further, we respond to those areas identified by those teachers and other licensed personnel by providing relevant and timely professional learning opportunities. In addition, our superintendent meets quarterly with the "Superintendent's Communication Council" which represents licensed staff members from each of our schools. Professional development needs and trends have been discussed analyzed through that process as well. Additionally, Title II funds are used for 1.67 teaching positions of fully licensed teachers to assist with the reduction of class sizes in an effort to improve the identified math deficit.

All new licensed employees begin their work with the school system by being part of an initial induction process. For employees with experience elsewhere, this may be just the beginning-of-year orientation while beginning teachers start with the orientation before moving into a formal induction process. Beginning teachers and mentors participate in a formal, ongoing induction process that not only provides the coaching/support required to support new teachers but provides our veteran, mentor teachers an opportunity to develop and display teacher leadership. More information about the beginning teacher support program, including the approved plan, is available online here: <https://www.tcsnc.org/site/default.aspx?PageID=2958>. In addition to formal, group induction processes for growth, all licensed staff members develop a professional development plan or PDP annually. Each employee conducts his/her own self-assessment to identify strengths and weaknesses using the state-prescribed evaluation rubric and standards. The employee then uses this data, along with input from supervisors, mentors, and/or colleagues to develop his/her PDP. The PDP is reviewed formatively at the mid-year point to check for progress and or needs to stay on track to achieve professional goals. The PDP is then evaluated at the conclusion of the year in summary to determine what, if any, progress the professional made toward goal achievement as well as what growth areas should be for the following year.

The assistant superintendent and CTE Director attend educational job fairs in an effort to recruit teachers. TCS partners with Blue

Ridge Community College, Brevard College, and has solid relationships with surrounding universities; together we work on student teaching placements and potential full-time placement.

*** 7) Describe how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education.**

Part I of this local application describes the improvement process that will take place over the next two years. Local benchmarks for the current year and future years have been identified and performance data will serve as our indicators of success. To improve the academic and technical skills of our students, our CTE program will specifically focus on the improvement of academic proficiency in Reading/Language Arts, Math, and Science. Our technical skills improvement efforts will focus on two performance quality measures including the increase of student industry recognized credential attainment and improved student performance on state assessments and Performance Based Measures. In addition, students are provided guidance to participate in career awareness and development opportunities while following a Career Pathway of their choice (see Career Pathways offered in this section). Career Pathways provide students the opportunity to participate in academic and technical courses while becoming a CTE concentrator. Students also have the opportunity to accelerate their learning through articulation credit and opportunities to participate in Career and College Promise coursework.

Application for Workstudy Program

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part IV: Application for Workstudy Program

1. Students participating in the program are:

- (a) enrolled and in good standing in a bonafide career and technical education program;
- (b) accepted for enrollment in a bonafide career and technical education program;
- (c) full-time students;
- (d) in need of the earnings from such employment to commence or continue their career and technical education program;
- (e) at least 15 years of age and less than 21 years of age at the date of commencement of employment; and
- (f) in the opinion of appropriate school authorities, are capable of maintaining good standing in their academic and career and technical education program while employed under the work-study program.
- (g) gaining knowledge attainment and skills related to their career pathways.

2. Hours and compensation/limitations are:

- (a) maximum of 20 hours per week while classes are in session;
- (b) no limitation on amount earned during regular school term;
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and

(d) rate per hour -

Minimum: Effective State minimum wage rate;

Maximum: Effective Federal minimum wage rate

3. Place of employment may be:

- (a) Local education agency, or
- (b) Public or non-profit, private agency or institution -- Federal, State, or Local.
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and

4. Programs will be coordinated such that:

- (a) Work will be performed pursuant to a written agreement between the local educational agency and participating public agency or institution;
- (b) Work so performed will be adequately supervised and coordinated; and
- (c) Work will not supplant present employees of participating agency or institution.
- (d) In cases where work is performed for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that the students so employed are not Federal employees for any purpose.

Our district WILL be participating in the Workstudy Program.

*** 8. Description of work-study activities:**

Budget

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)

| LEA | PRC | Budget Number | Rounding Option | Change To Plan | Indirect Cost |
|-----|-----|---------------|-----------------|----------------|---------------|
| 880 | 017 | 0 | No | Yes | 2.81 % |

| Fiscal Information | | NCDPI Finance | LEA Budget |
|---------------------------|--|---------------|---------------|
| Allotment Type: | | | DPI Allotment |
| Allotment Amount: | | \$54,563.00 | \$54,563.00 |
| Carryover Amount: | | \$0.00 | \$0.00 |
| Allotment Plus Carryover: | | \$54,563.00 | \$54,563.00 |
| Total Budgeted: | | | \$54,563.00 |
| Total Remaining: | | \$0.00 | \$0.00 |

Current Budget Status

| Budget Status | Date of Status | Modified by |
|---------------|---------------------|---------------|
| Received | 05/12/2021 11:09 AM | Admin, NCCCIP |

Budget History

Show Data Sent to LEA

| Date | Status | Sent to LEA | Modified By | Accounting Data | Line Seq. | Comments |
|----------------------|----------|-------------|-------------------|-----------------|-----------|----------|
| 5/12/2021 7:09 AM | Received | | Admin, NCCICIP | | | |

Highlight Amended Rows

All

000 - School Level Expenditures

| View | Type | Funding | Purpose | Object | Local | 503 | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|------|--------|---------|---------|--------|-------|-----|---------------|------------------|----------------|----------------------|--------------|
| | Salary | 3 | 5120 | 121 | 590 | 00 | \$36,490.00 | \$0.00 | \$36,490.00 | | |
| | Other | 3 | 5120 | 211 | 590 | 00 | \$2,791.49 | \$0.00 | \$2,791.49 | | |
| | Other | 3 | 5120 | 221 | 590 | 00 | \$7,911.03 | \$0.00 | \$7,911.03 | | |
| | Other | 3 | 5120 | 231 | 590 | 00 | \$5,630.07 | \$0.00 | \$5,630.07 | | |
| | Other | 3 | 5120 | 411 | 590 | 00 | \$249.10 | \$0.00 | \$249.10 | | |
| | Other | 3 | 8100 | 392 | 000 | 00 | \$1,491.31 | \$0.00 | \$1,491.31 | | |

Total: \$54,563.00 \$0.00 \$54,563.00

Related Documents

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)

Required Documents

This page is currently not accepting Related Documents.

Allotment and Budget

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)

| | |
|--|------------|
| Months of Employment (PRC 013) Allotment: | 205 |
|--|------------|

Related Documents

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)

| Required Documents | | |
|---|-------------------|--|
| Type | Document Template | Document/Link |
| Months of Employment (PRC 013) Planning Budget [Upload 1 document(s)] | N/A |  FY22 Personnel Assignment (PRC013) |

Budget

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part V - 3: State Support Grant (PRC 014)

| [Download Budget Data] [Collapse Budget] [Hide Unbudgeted Categories] | | | | | | | | | | |
|---|--------------|-------------------------|----------|--------------------------------------|-----------------------|------------------------------|------------------------|-------------------------------------|---------------------|----------|
| Object Code | Purpose Code | Regular Curricular 5110 | CTE 5120 | CTE-Special Populations Service 5220 | Alternative K-12 5310 | Extended Day/Year Instr 5350 | Guidance Services 5830 | CTE Curricular Support & Devel 6120 | Transportation 6550 | Total |
| 121 - Salary - Teacher | | | 0.00 | | 0.00 | | | | | 0.00 |
| 122 - Salary - Interim Teacher - Non Certified | | | 0.00 | | 0.00 | | | | | 0.00 |
| 124 - Salary - IFE | | | 0.00 | | 0.00 | | | | | 0.00 |
| 129 - Salary - Held Harmless Salary | | | 0.00 | 0.00 | 0.00 | | 0.00 | | | 0.00 |
| 131 - Salary - Instruct. Support I - | | | 0.00 | 0.00 | 0.00 | | 0.00 | | | 0.00 |
| 142 - Salary - TA | | | 0.00 | | 0.00 | | | | | 0.00 |
| 143 - Salary - Tutor | | | 0.00 | 0.00 | 0.00 | | | | | 0.00 |
| 146 - Salary - Specialist (School-Based) | | | 0.00 | | 0.00 | | | 0.00 | | 0.00 |
| 148 - Salary - Non-Certified Instruc | | | 0.00 | | | | | | | 0.00 |
| 151 - Salary - Office Support | | | | | | | | 0.00 | | 0.00 |
| 152 - Salary - Technician | | | | | | | | 0.00 | | 0.00 |
| 162 - Substitute Pay - Reg. Absence | | | 1,200.00 | | 0.00 | | | | | 1,200.00 |
| 163 - Substitute Pay - | | 0.00 | 1,500.00 | | 0.00 | | | | | 1,500.00 |

| | | | | | | | | | | | | | | | | | | |
|--|--|--|--|------|--|--|--|------|--|------|--|--|--|------|--|--|--|------|
| Staff Dev. | | | | | | | | | | | | | | | | | | |
| 164 - Salary - Full Time Sub - Non-C | | | | | | | | 0.00 | | | | | | | | | | 0.00 |
| 165 - Substitute Pay - Non-Teaching | | | | | | | | | | | | | | 0.00 | | | | 0.00 |
| 166 - Tchr. Asst. Pay - Staff Dev. | | | | | | | | 0.00 | | | | | | | | | | 0.00 |
| 167 - Tchr. Asst. Pay - Reg. Absence | | | | | | | | 0.00 | | | | | | | | | | 0.00 |
| 171 - Salary - Driver | | | | | | | | | | | | | | | | | | 0.00 |
| 172 - Salary - Driver Overtime | | | | | | | | | | | | | | | | | | 0.00 |
| 175 - Salary - Skilled Trades | | | | | | | | | | | | | | | | | | 0.00 |
| 177 - Work Study Student | | | | | | | | 0.00 | | | | | | | | | | 0.00 |
| 183 - Bonus Pay | | | | | | | | 0.00 | | 0.00 | | | | | | | | 0.00 |
| 184 - Longevity Pay | | | | | | | | 0.00 | | 0.00 | | | | | | | | 0.00 |
| 185 - Bonus Leave Payoff | | | | | | | | 0.00 | | 0.00 | | | | | | | | 0.00 |
| 188 - Annual Leave Payoff | | | | | | | | 0.00 | | 0.00 | | | | | | | | 0.00 |
| 189 - Short Term Disability - First Six Months | | | | | | | | 0.00 | | 0.00 | | | | | | | | 0.00 |
| 191 - Curriculum Development Pay | | | | | | | | 0.00 | | | | | | | | | | 0.00 |
| 192 - Additional Responsibility Stipend | | | | | | | | 0.00 | | | | | | | | | | 0.00 |
| 196 - Staff Dev. Participant Pay | | | | 0.00 | | | | 0.00 | | 0.00 | | | | | | | | 0.00 |
| 197 - Staff Development Instructor | | | | | | | | 0.00 | | 0.00 | | | | | | | | 0.00 |

| | | | | | | | | | | | | | | | | | |
|--|--|------|--|--|--|-----------|------|------|------|--|--|--|------|--|------|--|-----------|
| 198 - Tutorial Pay | | | | | | | | | 0.00 | | | | | | | | 0.00 |
| 199 - Overtime Pay | | | | | | 0.00 | 0.00 | 0.00 | | | | | 0.00 | | | | 0.00 |
| 211 - Employer's Soc Sec - Regular | | 0.00 | | | | 0.00 | 0.00 | 0.00 | 0.00 | | | | 0.00 | | | | 0.00 |
| 221 - Employer's Retirement - Regular | | 0.00 | | | | 0.00 | 0.00 | 0.00 | 0.00 | | | | 0.00 | | | | 0.00 |
| 231 - Employer's Hospitalization Ins | | | | | | 0.00 | 0.00 | 0.00 | 0.00 | | | | 0.00 | | | | 0.00 |
| 232 - Employer's Workers' Comp Ins | | | | | | 0.00 | 0.00 | 0.00 | 0.00 | | | | 0.00 | | | | 0.00 |
| 234 - Employer's Dental Ins Cost | | | | | | 0.00 | | | | | | | | | | | 0.00 |
| 311 - Contracted Services | | | | | | 0.00 | 0.00 | 0.00 | 0.00 | | | | 0.00 | | | | 0.00 |
| 312 - Workshop Exp/Allowable Travel | | 0.00 | | | | 5,000.00 | 0.00 | 0.00 | 0.00 | | | | 0.00 | | | | 5,000.00 |
| 313 - Advertising Cost | | | | | | 0.00 | 0.00 | 0.00 | 0.00 | | | | 0.00 | | | | 0.00 |
| 314 - Printing and Binding Fees | | | | | | 0.00 | 0.00 | 0.00 | 0.00 | | | | 0.00 | | | | 0.00 |
| 315 - Reproduction Costs | | | | | | 0.00 | 0.00 | 0.00 | 0.00 | | | | 0.00 | | | | 0.00 |
| 319 - Other Professional/Technical Contract Services | | | | | | 0.00 | | | 0.00 | | | | | | | | 0.00 |
| 326 - Contracted Repairs - Equipment | | | | | | 0.00 | 0.00 | 0.00 | 0.00 | | | | 0.00 | | | | 0.00 |
| 327 - Rentals/Leases | | | | | | 0.00 | 0.00 | 0.00 | 0.00 | | | | 0.00 | | | | 0.00 |
| 331 - Pupil Transportation - Contract | | | | | | | | | 0.00 | | | | | | 0.00 | | 0.00 |
| 332 - Travel Reimbursement | | 0.00 | | | | 11,520.00 | 0.00 | 0.00 | 0.00 | | | | 0.00 | | | | 11,520.00 |
| 333 - Field Trips | | | | | | 0.00 | | | 0.00 | | | | | | | | 0.00 |

| | | | | | | | | | | | | | |
|--|------|-----------|------|------|------|------|------|------|------|------|------|-----------|-----------|
| Tax Expense | | | | | | | | | | | | | |
| 541 - Equipment Purchase - Capitalized | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 542 - Computer Hardware Purchase - Capitalized | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total | 0.00 | 57,651.67 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 57,651.67 | 57,651.67 |
| Adjusted Allocation | | | | | | | | | | | | | |
| Remaining | | | | | | | | | | | | 0.00 | |

Related Documents

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part V - 3: State Support Grant (PRC 014)

Required Documents

This page is currently not accepting Related Documents.

Assurances

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part VI: Assurances and Certifications

The development of this application for state/federal aid for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief.

These assurances and certifications confirm the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local application. State legal requirements are designated by an (S) and federal requirements ((Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (P. L. 111 - 224) requirements by an (F).

* **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that:**

A. Local Application for Career and Technical Education Programs

1. The purposes of career and technical education as established in Chapter 115C, Article 10 of the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the career and technical education programs within this local education agency (LEA). (S.) (Article 10 Part 1 Section 115C-151)
2. Career and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154 (6)(7))
3. The LEA will provide free appropriate career and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies. (S. 115C-157)

| | |
|-----|---|
| 4. | The expenditures in this plan will adhere to the most recent NC Career and Technical Education (CTE) Fiscal and Policy Guide. (S. 115C-154 (9); 115C-156) |
| 5. | The programs in this plan will adhere to the most recent NC Career and Technical Education Standard Course of Study Guide. (S. 115C-154) |
| 6. | The LEA has developed a career and technical education plan that describes the career and technical education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs. (S. 115C-154 (8)) (F. 134 (a)) |
| 7. | The LEA has conducted a comprehensive local needs assessment related to career and technical education and has included the results of the needs assessment in the local application. (F. 134 (c)(A)) |
| 8. | The LEA has conducted a comprehensive local needs assessment related to career and technical education not less than once every 2 years. (F. 134 (c)(B)) |
| 9. | The career and technical education programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years. (S. 115C-154.1 (2)) |
| 10. | For all current job skill programs, there is a documented need based on labor market data or follow-up data or there is a plan to redirect the program within two years. (S. 115C-154.1 (3)) |
| 11. | Career and technical education programs in the LEA are in accordance with the purposes of G.S. 115C-151: |
| A. | Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151 (1)) |
| B. | Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education. (S. 115C-151 (2)) |
| C. | Career Development Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151 (3)) |
| 12. | New career and technical education programs show documented need based on student demands, or for new job skill programs, based on student and labor market demands (S. 115C-154.1(4)); or, address high-wage or high skill or in-demand occupations. (F. 135 (3)) |

| | |
|-----|--|
| 13. | All career and technical education programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1 (5)) |
| 14. | Local programs using the cooperative career and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154) |
| 15. | Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. (F. 135 (b)(1)) |
| 16. | Provide professional development programs for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. counselors, and administrators. (F. 135 (b)(1)(2)) |
| 17. | The definitions of specific career and technical education program elements are adhered to. (S. 115C-152 (1)(2) (3)(4)) |
| 18. | Support integration of academic skills into career and technical education programs and programs of study. (F.135 (4)) |
| 19. | Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance. (F. 135 (5)) |
| 20. | A formal system of evaluation is conducted annually to determine how the programs meet their state objectives and are relevant to employment and occupational needs of students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S. 115C-154 (10)) |
| 21. | Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive local needs assessment required. (F. 135 (b)(6)) |
| 22. | An organized system for conducting follow-up studies to determine the effectiveness of the career and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the career and technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. 115C-154 (10)) |

| | |
|-----------------------|--|
| 23. | The LEA has on file the findings of evaluations of career and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services, and activities. (S. 115C-154 (10)) |
| 24. | Each local board of education shall be assisted by a business advisory council in performance of its duties to provide career and technical education instruction, activities, and services. (S. 115C-172) |
| 25. | Each local school administrative unit shall offer as part of its career and technical education program at least two work-based learning opportunities that are related to career and technical education instruction. A work-based learning opportunity shall consist of on-the-job training through an internship, cooperative education, or an apprenticeship program. (S. 115C-157). |
| B. Local Use of Funds | |
| 1. | The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities under this section. (F. 135 (d)) |
| 2. | Funds allocated for career and technical education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations. (S. 115C-105.25 (b)(6)) |
| 3. | No funds from Perkins V shall be used to require any secondary school student to choose or pursue a specific Career Pathway Program of Study; or to mandate that any individual participate in a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (F. 214 (1)(2)) |
| 4. | Funds made available under this act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities. (F. 211 (a)) |
| 5. | No funds under Perkins V may be used to provide career and technical education programs or programs of study to students prior to the middle grades (5th grade defined by ESSA) except that equipment and facilities purchased with funds under this act may be used by such students. (F. 215) |

6. If the LEA uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel, shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographic area served by such eligible agency or eligible recipient. (F. 217)

C. Other Administrative Provisions

1. Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services. (F. 216)

2. Nothing in Perkins V shall be construed by the LEA to permit, allow, encourage, or authorize any federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act. (F. 213)

Debarment Assurance

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part VI: Assurances and Certifications

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85, Participants' Responsibilities. Copies of the regulations may be obtained by contacting the person to which this application is submitted.

* **The undersigned certifies, to the best of his or her knowledge and belief, that:**

1. The prospective lower tier participant certifies, by submission of this application, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this application.
3. By signing and submitting this application, the prospective lower tier participant is providing the certification set out below.
4. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

5. The prospective lower tier participant shall provide immediate written notice to the person to which this application is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

6. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "application," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this application is submitted for assistance in obtaining a copy of those regulations.

7. The prospective lower tier participant agrees by submitting this application that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

8. The prospective lower tier participant further agrees by submitting this application that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.

9. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

10. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

11. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification Regarding Lobbying for Grants and Cooperative Agreements

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part VI: Assurances and Certifications

Certification Regarding Lobbying for Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the U. S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over \$100,000.

*** The undersigned certifies, to the best of his or her knowledge and belief, that:**

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

CTE Local Application Checklist

Transylvania County Schools (880) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - CTE Local Application Checklist

This checklist is a means of communication between the NCDPI and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the NCDPI will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the NCDPI may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the NCDPI determines that the item has been corrected, Attention Needed will be changed to OK by the NCDPI Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description ([Collapse All](#) [Expand All](#))

| | |
|---|----------------|
| <input type="checkbox"/> 1. Part I: Data/Indicators of Performance | Not Reviewed ▼ |
| 1. CTE Participants | |
| 2. CTE Concentrators | |
| 3. 1S1 Four-Year Graduation Rate | |
| 4. 2S1 Academic Proficiency in Reading/Language Arts | |
| 5. 2S2 Academic Proficiency in Mathematics | |
| 6. 2S3 Academic Proficiency in Science | |
| 7. 3S1 Post-Secondary Placement | |
| 8. 4S1 Non-Traditional Program Enrollment | |
| 9. 5S1 Program Quality-Attained Recognized Postsecondary Credential | |
| 10. 5S4 Program Quality-Proof of Learning | |
| <input type="checkbox"/> 2. Part II: Comprehensive Needs Assessment (CLNA) | Not Reviewed ▼ |
| 1. Evaluation of Performance | |
| 2. Labor Market Alignment | |
| 3. Size, Scope, and Quality | |
| 4. Career Pathways Implementation Evaluation of Progress | |
| 5. Improve Recruitment, Retention, and Training | |
| 6. Equal Access to High-Quality CTE Programs of Study for All Students | |
| <input type="checkbox"/> 3. Part III: Local Application Narratives | Not Reviewed ▼ |
| 1. Subsection - Local Application Narratives | |
| <input type="checkbox"/> 4. Part IV: Application for Workstudy Program | Not Reviewed ▼ |
| 1. Application for Workstudy Program | |
| <input type="checkbox"/> 5. Part V - 1: Perkins Federal Grant (PRC 017) | Not Reviewed ▼ |

| | |
|---|----------------|
| 1. Budget | |
| 2. Related Documents | |
| <input type="checkbox"/> 6. Part V - 2: Months of Employment Grant (PRC 013) | Not Reviewed ▼ |
| 1. Allotment and Budget | |
| 2. Related Documents | |
| <input type="checkbox"/> 7. Part V - 3: State Support Grant (PRC 014) | Not Reviewed ▼ |
| 1. Budget | |
| 2. Related Documents | |
| <input type="checkbox"/> 8. Part VI: Assurances and Certifications | Not Reviewed ▼ |
| 1. Assurances | |
| 2. Debarment Assurance | |
| 3. Certification Regarding Lobbying for Grants and Cooperative Agreements | |
| 4. Signature Page | |