

Career and Technical Education

Local Planning System

Department of Public Instruction

Jackson County Schools

SUBMITTED -- This LEA's Plan Has Been Submitted for Approval by the NC Department of Public Instruction or the LEA Board of Education.

PART I -- THE CAREER AND TECHNICAL EDUCATION FOUR-YEAR STRATEGIC PLAN TEMPLATE (F. 134 (A))

The CTE Four-Year Strategic Plan consists of five sections. Each represents strategic ways to help your key stakeholders, customers, employees, volunteers, and partners agree on what career and technical education cumulatively entails, and what the LEA needs to do to perform better during the first four years of Perkins IV.

Part I.A -- Basic Description of CTE Within the Overall Structure Affecting its Performance

This section should provide basic information on:

1. Describe how the career and technical education program Requirements will be carried out with CTE funds received under this title. (F134(b)(1))

1. Strengthen Academic and Technical Skills

- **The CTE program in Jackson County will maintain a level of professionalism and equity in operations while balancing curricula offerings with regional industry standards through the following strategies:**
- **CTE federal and state dollars will be used to provide the most current and up-to-date instructional and industrial technology in curriculum delivery.**
- **CTE teachers will promote and deliver opportunities for students to obtain state, national, and industry-recognized credentials for students.**
- **Through support services, the CTE program will provide career development education to support alignment of secondary and post-secondary education while also providing CTE instructional support to special populations' students.**
- **CTE teachers will integrate mathematics and literacy components into CTE instruction. Funds will be allocated for teacher professional development in teaching literacy and numeracy skills.**
- **The CTE program in JCPS will promote the development of Science, Technology, Engineering and Math (STEM) to support and guide students to high demand, high wage, and high-tech career fields in Western North Carolina.**

2. Offer Not Less Than One CTE Program of Study

At the secondary level, the vast array of opportunities available through Jackson County CTE will enable students to complete nine different career clusters: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communication; Business Management and Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; and Marketing. Jackson County Schools operates with four unique,

yet distinct, high school campuses: Smoky Mountain High School, Blue Ridge Early College, Jackson County School of Alternatives, and Jackson County Early College.

Specifically, Smoky Mountain High School (SMHS) will provide coursework (leading to cluster completion) in the program areas of agriculture, health science, business, marketing, family and consumer science, technology, and trade and industry. Each year, Smoky Mountain High School offers approximately 37 different course options for students; for 2018-2019, the same course diversification will be offered. SMHS offers inherently honors courses as well as other specific honors courses for students who wish embark on a more rigorous CTE pathway.

Blue Ridge Early College (BREC), because of its smaller size, limited facilities, and student access to Career Technologies programs through Southwestern Community College provides coursework in Trade and Industry Education and Agriculture Education, offering a total of 9 courses, with the option to complete career clusters in the Agriculture, Food & Natural Resources cluster and the Architecture and Construction career cluster.

Jackson County School of Alternatives (JCSA) offers four programs in CTE: family and consumer science, business, agriculture, and trade and industry. The family and consumer science and business programs are shared by one cross-trained teacher. Within these four areas, students can complete career clusters in Architecture and Construction, Agriculture, Food and Natural Resources, and Hospitality and Tourism. JCSA typically offers around twelve different courses for student enrollment in CTE. Course offerings and scheduling is dependent on students' needs considering a dynamic student population.

Jackson County Early College (JCEC) is an early college on the campus of Southwestern Community College. Students at JCEC enjoy the opportunity to enroll in Career Technologies courses through the college setting. The CTE program in JCPS provides consultative services to JCEC as well as monitors and assists with those students wishing to enroll in a CTE Internship.

At the middle school level in grades six through eight, JCPS CTE provides a certified CTE teacher in each elementary (K-8) school. Listed is each school and its respective program area: Fairview School (Business), Cullowhee Valley (Exploring Biotechnology), Smokey Mountain Elementary (Business), and Scotts Creek (Technology, Design & Innovation).

As evidence of offering multiple programs of study, CTE Months of Employment (PRC 013) will support the following variety of teachers in JCPS:

- 1 Special Populations/Career Development Coordinator**
- 3 Agriculture teachers**
- 4 Business and Information Technology Teachers**
- 1 Cross-Certified Business and Marketing Instructor**
- 1 Cross-Certified Business and Family & Consumer Science Teacher**
- 4 Family & Consumer Science Teachers**
- 3 Health Science Teachers**
- 2 Trade & Industry Teachers**
- 3 Technology & Engineering Teachers**

Evidence of programs and courses offered is verifiable by PowerSchool rosters submitted

separately by email.

3. Provide All Aspects of Industry

In addition to providing coursework that demonstrates progression in content toward a particular career area and/or industry, the JCPS CTE team aims to provide an overall industrial/business view including differentiated focus areas. All aspects of an industry are presented to students through certifications, field trips, CTSO participation, job shadowing, advanced studies, and internships.

Through the associated coursework, students may earn professional industry recognized credentials such as Nurse Aide I, Serv-Safe, Microsoft Academy: Word and PowerPoint, Hunter Safety, NCCER Construction, Red Cross CPR, Red Cross First Aid, WorkKeys Career Readiness Certification; North Carolina Early Childhood Credentials and OSHA 10-hour safety certification. Through the College and Career Promise Program as delivered at Southwestern Community College, students may earn Career Technologies certificates in the following programs: Accounting; Air Conditioning, Heating and Refrigeration; Automotive Systems; Business Administration; Carpentry; Computer Information Technology; Cosmetology; Criminal Justice; Culinary Arts; Electronics Engineering; Early Childhood; Emergency Medical Science; Information Technology; Mechatronics; Medical Assisting; Nurse Aide; Office Administration; Web Technologies/Design; and Welding Technology. Secondary and local post-secondary career pathways are aligned in both coursework, credentials, and work-based learning and have many different entry and exit points in each pathway.

CTE funds are used to supplement experiences for students to see firsthand different aspects of business and industry. Field trips are organized so that CTE teachers may provide insight to students into a particular industry. Varieties of industry/business/field experience type, field trips are offered, each connected to the content area of the respective course. Some of these include early childhood education students visiting a five-star rated day care facility; health science students visiting Mission Hospital and Harris Regional Hospital and local nursing facilities; culinary students visiting bakeries and restaurants; engineering students visiting and touring local factories; animal science students visiting and touring the WNC Regional Livestock Market and Nantahala Meat Packing Facility; and carpentry students participating in Construction Career Days. Students are encouraged to participate in Career and Technical Student Organizations (CTSO) such as HOSA and FFA. CTE state and local funds help supplement student attendance at regional, state, and national leadership and competitive events.

Guest speakers are invited into various classrooms in order to provide a “day in the life” view of various career fields. Additionally, community and technical college representatives are invited to speak to students in regard to postsecondary preparedness.

When appropriate, students participate in clinical experiences, job-shadowing, and internships to learn more information about a particular business or industry. Organized clinical experiences in Early Childhood Education programs provide real-life hands-on experiences for students to work in a day care facility to learn more about the industry. Organized clinical rotations in Nursing Fundamentals offers students hands-on experience in the field of nursing specifically geared toward obtaining the NC Nurse Aide I. Health Science students when

enrolled in a CTE Advanced Studies course are offered the opportunity to job-shadow at Harris Regional Hospital or one of its affiliates in order to fulfill the advanced studies curriculum. Additional internships and job-shadowing experiences are planned and monitored by CTE teachers and/or the Career Development Coordinator.

Additionally, the CTE program in Jackson County provides real-world experiences and hands-on instruction in its various labs and authentic classrooms. Each foods and culinary classroom is outfitted with student kitchens for hands-on mastery of learning culinary arts. The early childhood classroom has a simulated day-care within the classroom complete with infant simulators to achieve a close to real-life preparatory experience. Greenhouses provide facilities where students learn how to grow, cultivate, and propagate plants as well as how to care for a plant nursery. Carpentry shops at each school are outfitted with the up-to-date, safe equipment, each of which has its own separate space from the classroom. The agricultural mechanics welding lab is outfitted with welding booths and various welding machinery and tools to replicate the real industry of welding. Adobe Academy, Microsoft Academy, and the business and marketing programs all are outfitted with computer labs for curriculum. The health science program has its own separate hospital/nursing facility lab for practicing clinical skills and learning how to use medical equipment. Careful attention is devoted to the care, upkeep, upgrading, and renovation of these facilities.

4. Develop, Improve, and Expand the Use of Technology

Special effort by the CTE administration and instructional team will be initiated to develop, improve, expand, and modernize CTE labs, shops, classrooms, clinical areas, and other facilities. We believe in order for our students to be prepared to work in any CTE area, special attention and focus toward industry standards must be maintained in the CTE programs in our schools. Each year, CTE administration and faculty meet individually and/or in small groups to address and assess the current condition of facilities, equipment, technology, and supplies. Findings from these monitoring pieces indicate where federal, state, and local funds must be allocated in order to maintain, meet, or expand established industry standards. These findings drive the budget planning in the next year cycle. Additionally, faculty are encouraged to obtain and implement new industry/career technologies inside his/her program area. Aligning professional development with these newly adopted technologies and development is a priority focus area.

In fall 2016, JCPS was awarded a district-wide middle and secondary Golden Leaf Grant that provided for a one-to-one student device digital learning program. These devices (one per student) were rolled out to students in secondary schools in JCPS in February 2017. Because of this new introduction of technology into every classroom, including all CTE classrooms, special attention will be given to online resources to expand technology use in the classroom. With this technological addition, teachers will be using more digital resources than ever before in the classroom. The use of the SchoolNet classroom item banks will be integrated more into formative and summative CTE assessments; iCEV materials will be used in agriculture for curriculum delivery, and other online resources will be explored for their inclusion into digital learning.

New technological advances on the radar for 2017-2018 include:

- Adding courses in and enhancing existing courses in the Adobe Academy.
- Installing a new cold frame greenhouse in the BREC agriculture program

- Exploring possibilities of implementation of a rainwater collection system for irrigation of plants in horticulture classes at BREC
- Completing a refreshment cycle for CTE teacher laptops
- Upgrade to new modernized appliances for the Culinary program at SMHS

5. Provide Professional Development Programs

The CTE program in Jackson County employs a highly trained, quality, teaching faculty that brings both educational and industry experience into their respective curriculums. We believe that in order to prepare our students to meet the demands of an ever-evolving, dynamic workforce, as a CTE team we must make professional development a priority. Professional development opportunities are aligned with the CTE local strategic plan as well as with the local district curriculum plan. Local, state, and federal monetary resources are allocated according to desired student outcomes in proficiency and growth. Professional development opportunities in expanding instructional and industrial technologies are stressed in this model as well. Jackson County Schools designates specific days in the school calendar that are reserved solely for professional development. Typically, the days are designated as whether they are a “school-sponsored” professional development day or a “district-sponsored” professional development day. At the school level, focused time for Professional Learning Communities (PLCs) is provided during the school-sponsored professional development days. District-sponsored professional development days include the CREW multi-district professional development day in October as well as department-specific district-wide professional development. CTE funds will support the attendance of faculty at the annual CTE summer conference to garner new information, keep abreast of new technologies, and gain skill attainment. New lateral entry teachers will participate in professional development designed specially with new teachers in mind. Professional development for new CTE teachers that is supported with CTE and local funds includes the Beginning Teacher Symposium at WCU each August, online Lateral Entry Beginning Teacher Modules through WCU, as well as the CTE 40-Hour Induction program.

Jackson County Schools is a partner with the Western Regional Educational Service Alliance (WRESA). WRESA offers a myriad of professional development events for teachers which have included PLC training, Seven Habits of Highly Successful People, Literacy, STEM, Ruby Payne’s Poverty Workshop, Foundations of Reading, Differentiation, and online book studies to name a few. CTE funds are allocated to teachers wishing to participate in these integrated and or multi-dimensional, cross-curricular workshops.

Additionally, in July 2016, Jackson County Schools was fortunate to receive a Golden Leaf Grant for a one to one digital learning initiative. As part of this grant, professional development has been offered and will continue to be offered to secondary teachers through the Friday Center. This training operates on the train-the-trainer model such that professional learning is passed through to all faculty. Select CTE teachers have participated in this training this year and will continue with the training next year with the expectation of bringing the content back to his/her peers. In 2017-2018, seventh and eighth grade teachers will begin to participate in year two of the grant cycle.

All professional development in Jackson County Schools is entered into a learning management system called My Learning Plan (MLP). My Learning Plan is both a web-based utility to manage professional growth for faculty and staff. This program allows the district

administration to approve professional development, allocate funding, document and track educator's professional learning through the awarding of CEU credit for license renewal and professional growth.

6. Implement LEA Annual Evaluations of CTE Programs

Annual evaluation of CTE programming in Jackson County is necessary in order to establish new SMART goals for the incoming school year. Evaluation of programming happens at many different levels in CTE in Jackson County. The CTE administrator works with faculty, principals, other administrations, regional coordinators, the Department of Public Instruction, parents, central office personnel, business and community partners, as well as other stakeholders to evaluate, monitor, and plan programming. These evaluation pieces are interfused to progress monitor CTE programming as well as to map the direction of future endeavors and initiatives. Each year CTE programming is reviewed upon completing the Local Planning System (LPS) for state and federal CTE funding. This plan is presented and approved by the Jackson County School board chairman and superintendent. Additionally, along with the Local Plan for the upcoming school year, a "CTE Year End Review" document is presented and shared with the local board of education. This document compares past and current performance and outlines progression and advancement in the CTE programming during that fiscal year. Jackson County Schools was subject to a state CTE Monitoring for Compliance visit in Spring 2014 and completed the visit successfully. In Fall 2017, the CTE district team will complete the CTE Evaluation Instrument as provided by DPI in order to assess the program mid-cycle (in terms of a five-year evaluation span) and will present the findings to the advisory board.

Currently, Jackson County Schools is accredited through AdvancEd accreditation. The district will undergo a district visit in Spring 2018 as part of the re-accreditation process. CTE will be a part of this accreditation process during the 2017-2018 school year.

7. Initiate, Improve, Expand, and Modernize Programs

The Career and Technical Education (CTE) program in Jackson County Public Schools (JCPS) will be supported by federal, state, and local program dollars. Federal, local, and state funds will support CTE teacher positions as well as support staff positions to carry out the curriculum delivery, functions, and assurances of Career and Technical Education. Additionally, federal, state, and local funds will provide monies for program improvement, innovation, modernization, new technologies, and program support. Local funds will augment those allotted state and federal dollars to help support the administration of CTE, provide student support, professional development (and associated costs), and capital funds for the necessary maintenance of grounds and facilities. Additionally, as specialized grant funding is available, those funds will enhance CTE programming in related career technology areas as well as college readiness.

During the 2017-2018 school year, CTE will focus attention on

- Modernizing and upgrading appliances in the culinary lab at SMHS
- Expanding the existing agriculture program at BREC to include a cold frame greenhouse and rainwater collection system
- Expand the Horticulture program at BREC to provide needed skilled workers in landscaping and turf grass management in the Highlands/Cashiers area

- Continuing improvements on the greenhouse at JCSA
- Expanding the newly introduced Adobe Academy at SMHS
- Marketing the CTE program in JCPS so that the CTE brand is recognized and students are aware of course offerings and associated certifications

8. Provide Services and Activities of Sufficient Size, Scope, and Quality

Career and Technical Education (CTE) in Jackson County Schools serves over 2,000 students annually. During 2016-2017 students were served in over 37 different course curriculums and certified approximately 300 students in 10 certification areas. CTE programs and services are offered through every middle and high school in Jackson County. Middle school curriculums served include Computer Skills and Applications, Exploring Agriscience, Exploring Biotechnology, and Technology, Design and Innovation. High school programs in CTE include agriculture, business, career development, family and consumer science, health science, technology and engineering, and trade and industrial education. As well as providing relevant and rigorous career and technical curriculum, CTE provides services in advising/counseling, college and career planning, special populations, and postsecondary preparedness.

9. Prepare Special Populations for High Skill, High Wage, or High Demand Occupations.

CTE strives to provide the necessary elements to remove barriers for special populations students served in its programs. This service varies depending on student need. CTE course standards are modified to support students needing modified curriculum, particularly those who are identified as Occupational Course of Study. Additionally, special populations’ services ranging from providing accommodations, career counseling, economic need, and student support are offered to students needing services. These services are recorded and tracked through a career development plan for these students. The Special Populations Coordinator works to help these students plan courses according to student interest and helps remove barriers to success.

Please provide your status regarding NATEF certification process in all high schools.

Jackson County Schools currently does not have any programming offerings requiring NATEF certification processes.

a. Total CTE Student Enrollments Over the Last Five Years, Grades 6 - 8, 9 - 12.

<u>*Grade Level</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
6-8	707	659	663	585	712
9-12	1,177	750	1,587	1,406	1,362
* Grade six is eligible for state funding only.					

b. Special Populations Enrollments Over the Last Five Years, Grades 9 - 12.

<u>Special Populations</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Nontraditional	109	236		278	210

Academically Disadvantaged	428		386	385
Economically Disadvantaged	656	786	758	784
English Learner	19	24	9	8
Single Parents	0	7	4	15
Exceptional Children	175	179	157	128
Duplicated Count Totals	1,387	1,232	1,592	1,530

ESSA**Categories****Racial and Ethnic**

American Indian or Alaska Native	81	129	97	92
Asian	5	18	9	17
Black or African American	9	20	25	19
Hispanic/Latino	53	103	101	133
Native Hawaiian or Pacific Islander			0	1
White	1,023	1,183	1,132	1,017
Two or More Races	6	15	17	38

Gender

Male	629	760	778	791
Female	548	710	603	526

Other

Migrant	0	0	0	0
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2. Describe the major geographic and demographic service area, including for instance: economy status/trends, location/geographic factors, and/or business/industry/agriculture mix.

Jackson County is located in the southwestern portion of western North Carolina. Situated in the heart of rural Appalachia, the area is surrounded on all sides by the 5,000-foot peaks of the Blue Ridge and Smoky Mountains—home of their name-sake National Parks. A rural county (which encompasses a portion of the Cherokee Reservation), Jackson includes some of the most formidable terrain in the United States, ranging from some of the highest mountains east of the Mississippi to deep shaded gorges where trout-filled streams turn into rushing whitewater rivers. The climate of the area is characteristic of a rainforest area.

According to the NC Department of Commerce, Labor and Economic Analysis, the estimated population of Jackson County in 2016 was 41,227 with an annual 1.0% of annual growth. According to the US Census Bureau, the racial make-up of the area is predominantly white (85.2%) – but includes members of the Eastern Band of Cherokee Indians, a small percentage of black and Asian, and a stable Hispanic population. The anticipated percentage of annual growth of the Jackson County population is 1.0% indicating a fairly stable prediction for human resource growth.

While the ancient mountains, clear streams, and small-town atmosphere draw visitors to the region, sharp declines in manufacturing, serious challenges to traditional agriculture production, turbulent markets based on seasonal tourism, underemployment, and the out-migration of talent threaten the vitality of the region. The current economic state and rebounding economy only compounds these concerns. Major industries in Jackson County include travel and tourism, healthcare, and postsecondary education. According to the NC Department of Commerce, Labor and Economic Analysis:

- Unemployment rate is recovering and beginning to stabilize with a preliminary reporting in November 2017 of 4.4% down from 6.4% in January 2016, reduced from 10%+ in prior years.
- Poverty is high – with all schools in the district having greater than 60% of students qualifying for free and reduced price lunches based on family income through the National School Lunch Program. Additionally, four schools within Jackson County Schools qualify for the Community Eligibility Provision by having in excess of 80% of their students living in poverty. This program is provided by School Nutrition because of the extremely high economically disadvantaged student population. According to the 2016 NC Roadmap of Need, 27.8% of children were reported as living in poverty-stricken homes in the county (inclusive of all children, regardless of school-age or school of origin/attendance). Additionally, the number of children living in single-parent households in Jackson County is 40.7%, much higher than the 36.15% NC average.
- The 2016 Median Family Income is \$52,771 indicating a rebounding economy. In previous years according to the 2016 Roadmap of Need from the Public School Forum, median family incomes were low and decreasing – at approximately \$49,761 in 2011, re \$37,922 in 2014, and a further reduction in 2015 of \$34,478. This data supports the lower unemployment rate and indicates families are doing better than in recent years.
- Educational attainment is low but rising significantly. In 2017, the percentage of the population age 25+ possessing a bachelor's degree was 29.4%. This growth is shown in the data from 2014, in which 23.3% of the Jackson County population reported having less than a high school education and only 16% of adults in the county possessed a bachelor's degree from a four-year university. As reported in 2015, the number of adults with at least a bachelor's degree rose to 29.3% which is 1.5% higher than the NC state average of 27.8% and 13.3% higher than the previous year.

Despite these challenges, the region's economy “boasts a productive and skilled workforce, advanced transportation network, robust digital infrastructure, business-friendly local governments and utilities, and a strong collection of leading global manufacturers” (Advantage West, 2010). Educational opportunities like those available through the Jackson County Career and Technical Education program, Southwestern Community College and Western Carolina University provide a strong foundation for continuous growth and development of the workforce. New partnerships and collaboration have become a key component of the efforts to recover

economically in the area; more companies, organizations, and businesses have begun to share resources and promote growth through collaborative efforts. This philosophy is shared by the westernmost, rural LEAs in North Carolina as collaborative, multi-district efforts in student initiatives and professional development has gained momentum, respect, and popularity in order to pool resources, human talent, and budgets.

Select the most applicable: Primarily urban, rural or mixed.

Rural

3. Describe special relationships, such as partnerships with other providers, and with volunteers, customers and stakeholders, or customer and stakeholder groups:
 - a. Provide a narrative describing your district's Pathway Partnerships. Specify:
In 2014-2015, Jackson County Schools partnered with Southwestern Community College (SCC), Macon County Schools, and Swain County Schools to develop a "Pathway to Prosperity" plan. Through this partnership, Career and Technical leaders and community college representatives began developing career pathways relevant to the current economy surrounding Jackson, Macon, and Swain counties. These pathways aimed to provide parallels, continuity, and direction in secondary and post-secondary coursework to provide a directed course of study leading to regional employment. Additionally, the inclusion of business and industry leaders provide input on skills, technology, and knowledge required for students participating in representative pathways. The pathways align secondary, post-secondary, and work-based learning opportunities to provide a focused course of study in represented industries in Western North Carolina. The first "Pathway to Prosperity" is in the field of "Mechatronics."

The health science pathway is one of the most popular career pathways and the largest industry in Jackson County. Because of the competitive nature of the health care in the regional area and the local demand the health science pathway is very successful and boasts great enrollment. This pathway is a modernization and formalization of enhanced practices of the matriculation of students from secondary to post secondary health science programs. Advances in this area and the increased labor market demand in our area are driving the construction of a brand new health sciences facility at Southwestern Community College. The health science program at Smoky Mountain High School has a strong collaborative relationship with Southwestern Community College. Representatives from the college and CTE teachers work together on student career pathways, health science program entrance requirements, field trips, career fairs, and other endeavors to increase student knowledge and participation in health science coursework at both the secondary and post-secondary level.

In the 2015-2016 school year, the Advanced Manufacturing Advisory Board began to expand and develop. With this expansion came the notion, that the group and the pathways work needed a broader focus. This focus evolved and has transitioned into a comprehensive STEM Advisory Board. In fall 2015, work in this group helped in the attainment and respective awarding of a \$1.5 million dollar NASA collaborative grant to fund the Smoky Mountain STEM Collaborative. The grant is a collaborative effort between the three community college service region's public schools (Jackson, Macon, and Swain), Southwestern Community College and Appalachian State University. The goal of the project is to grow mathematics and science in the southwestern region of the state and, in particular, expand the ability of

community colleges to offer astronomy courses in order to develop more STEM majors. This project will ultimately lead to an increase in community awareness of NASA-developed science content and will improve student learning across grade levels of science and mathematics through the public schools in CTE and academic areas. The grant capitalizes on our rural economy where STEM majors have been largely unrepresented in southern Appalachian cultures.

In conjunction with the notoriety of this grant and the push to increase STEM content in our public schools and postsecondary institutions as a way to push local talent into productive economical STEM industries, we have been fortunate to begin working with the Region A Southwestern Commission on developing a NC Works Certified Career Pathway. Initial meetings were held in Spring 2016 to establish training outcomes, goals, and directions to establish this pathway in Manufacturing and STEM careers. Initial meetings with community and business partners have yielded a prospective course for the pathway to include soft skills in job readiness and employability, manufacturing quality, productions, and basics, and stackable credentials/certifications with multiple exit and entry points. The group has been granted a planning grant in this cycle in order to more fully develop the pathway. This piece will be an on-going effort throughout the next couple years.

Locally, tourism drives our county and region. For this reason, the CTE Administrator and Family & Consumer Science Teacher at Smoky Mountain High School added a Culinary Arts pathway. The 2017-2018 school year was the second year this pathway has been in development and the pathway was expanded based on successful results from its inaugural year. Students may have an opportunity to pursue a pathway of preparation starting in high school and extending through community college. The addition of this coursework and opportunity, has afforded a focused pathway partnership in culinary arts. Enrollment numbers indicate that students are interested in this field due to the rapidly rising venues centered on tourism in our county and region. As the vast recreational opportunities through the national parks and beautiful mountains increase, as well as a growing hotel, restaurant, and casino sector, the need for the expansion of this pathway has become apparent.

A strong partnership between Jackson County Schools and Southwestern Community College affords students many options to take post secondary career technologies courses while still in high school. Additionally, articulated course options provide a path for students to obtain post secondary credits for certain high school courses.

- b. Describe how career guidance and academic counseling will be provided to CTE students including linkages to future education and training opportunities. (F134(b)(11))

The Career and Technical Education (CTE) program will provide a variety of personal and technological tools to guide students in career development and academic counseling. The Special Populations Coordinator/Career Development Coordinator (SPC/CDC) will work in conjunction with guidance counselors, teachers, and administrators to identify and provide career development programming for students.

Additionally, the CTE Director and the SPC/CDC will support career guidance and academic counseling through the Jackson County Schools Career Development Plan. The Career Development Plan (or Career Development Plan + when appropriate based on special populations data) will serve as an official record of learning style inventories, Holland code assessments, career choices and aspirations, special populations data, standardized test

results, record of assistance/career development activities, and CFNC information. The SPC/CDC will provide career development seminars for students in grades 9-12 in CTE career pathways and will provide support to the guidance counselors at the 6-8 grades levels in course selection for registration. In early 2018, CTE funds were allotted to purchase a web-based program called Major Clarity to assist in career development and exploration. The programming and professional development for this utility will happen in April 2018 with an anticipated Fall 2018 rollout.

Additionally, efforts will be made by CTE teachers, the SPC/CDC, guidance counselors, CTE Director, and the school staff to provide individualized assistance and counseling for individual students when appropriate or requested.

During the registration phase for the next school year, the Power Scheduler for students is used for course registration. Parent and student registration nights provide tours, guidance, and career counseling for course registration through this system. Careful collaboration between CTE faculty, CTE Administrator, the CDC/SPC and school counselors is necessary for the effective marketing for CTE curriculum through the system. The CTE Administrator and SPC provide marketing materials to students during registration to help them plan coursework. The CDC/SPC and freshmen counselor visit feeder schools to talk about course options, programming and career clusters.

Additionally, at SMHS, students participate in “A Day in the Life.” This program helps to provide a seamless and careful transition from eighth grade to high school. School ambassadors (called “Mustang Ambassadors”, typically upperclassmen) pair themselves for one full day with an eighth grade student so that the younger student can “shadow” the upperclassmen, understand how high school functions, recognize course options including those career and technical electives, map their way through the school, get a clearer picture of secondary course planning, while helping to downsize transition anxiety. This event typically happens in conjunction with high school registration each spring.

Through federal, state, and local funding support, field trips to local industries and businesses offer students the necessary knowledge in order to link school coursework, content, standards, and work-based learning opportunities to the real-world. Field trips are designed to align with curriculum standards to provide students an extension and connection of the curriculum to industry standards and practices. Examples of aligned field trip experiences for students include the Early Childhood Program visiting a model early learning program in a nearby city; students in the Health Sciences program tour hospital facilities and university programs in health science. Agriculture students visit the NC Arboretum in Asheville, Harrah’s Event Center, and meat processing plants to learn more about agricultural science in business and industry.

Career development opportunities are extended through the integration of Career and Technical Student Organizations (CTSOs) such as HOSA, FFA, and TSA. Through local, school, and community support CTSOs are active in Career Development events in their respective organization as well as in regional and state competitive events

- c. Districts must offer no less than one program of study. Upload a 6 year program(s) of study that include(s) the following: Specify:

- Secondary Coursework
- Career and College Promise
- Post-Secondary Coursework
- Articulated Credit
- Earned Credentials
- Work Based Learning
(F134(b)(3)(A))

Secondary Coursework: Career and Technical Education in Jackson County begins at the middle school level; students are served through the following curriculums in the sixth through eighth grades: Computer Skills and Applications, Exploring Agriscience, Exploring Biotechnology, and Technology, Design & Innovation. At the secondary level, the vast array of opportunities available through Jackson County CTE will enable students to complete nine different career clusters: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communication; Business Management and Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; and Marketing.

Career and College Promise & Post-Secondary Coursework: Career and College Promise (CCP) courses are promoted as an extension of the regular academic program of study. CCP courses available to students in Jackson County include those offered under the Comprehensive Articulation Agreement between community colleges and universities as well as the Career Technologies programs at Southwestern Community College in Early Childhood Education, Electrical, Emergency Medical Science, Medical Assisting, Networking, Nursing Assistant, Office Administration, Web Design, Welding Technology, Accounting, Air Conditioning/ Heating, Automotive Systems, Business Administration, Carpentry, Computer Information, Cosmetology, and Culinary.

Articulated Credit: In addition to the above Career Technologies programs, Jackson County Schools in its partnership with Southwestern Community College accepts, promotes, and coordinates an articulated credit agreement where students may take courses at their high school and with successful completion (grades and post assessment scores) may receive community college credit.

Earned Credentials: Through the associated coursework, students may earn professional industry recognized credentials such as Nurse Aide I, Serv-Safe, and Microsoft Academy: Word and PowerPoint, Hunter Safety, NCCER Construction, Red Cross CPR, Red Cross First Aid, WorkKeys Career Readiness Certification; North Carolina Early Childhood Credentials and OSHA 10-hour safety certification.

Work Based Learning: Promoted and coordinated in the form of job shadowing, field trips, Career and Technical Education Internships, Health Science clinical rotations, Nursing Fundamentals clinical internships, Early Childhood Education internships, and various other career preparedness endeavors.

Attachments

- d. Describe Business Partnerships and Advisory Councils. Specify:

Jackson County Schools enjoys business partnerships with many organizations operating within Jackson County. Viable business partners in Jackson County include Harris Regional Health System, Southwestern Child Development, Farm Bureau Insurance, End of Main Gifts & Antiques, ConMet of Bryson City, Harrah's Resort, the Sequoyah Fund, Jackson County Chamber of Commerce, Southwestern Community College, and Western Carolina University. These partnerships have provided support for CTE students through scholarship endowments; sponsors for clinical internships/rotations/job shadowing; business advisement for CTE offerings; business support and donations; labor market education; and alignment between secondary and post-secondary curriculum.

The Career and Technical Education (CTE) department an Advisory Council made up of participating partners and business and industry leaders. By-laws for the Business Advisory Council were passed during the January 2018 scheduled School Board Meeting. The Business Advisory Council in JCPS is made up of school leaders, a JCPS principal, industry representatives, post secondary representatives from Western Carolina University and Southwestern Community College.

The CTE Administrator serves on the NC Works Youth Standing Committee to represent Jackson County Schools. This committee works to bring many services together to serve students and families. Partners in this endeavor include WIOA representatives, Vocational Rehabilitation, NC Commerce representatives, Mountain Projects representatives, Region A Partnership for Children Representatives, Harrah's Resort and Casino, as well as Jackson County Schools.

In addition to the above partnerships, the CTE Director serves as a contributing member of the New Century Scholars Steering Committee. The New Century Scholars program is a collaborative consortium between SCC, Macon, Swain, and Jackson counties that provides last dollar assistance through a six-year pre-college preparatory program beginning with the identification of select students in the sixth grade. The students in the program are expected to have no discipline referrals, obtain at least a "C" average, complete ten hours of community service per year and participate in leadership and growth development activities hosted by the program. The New Century Scholars program serves many CTE concentrators in the district. By the director serving on the steering committee, CTE students are provided another level of support to prepare them for post secondary education and the skilled workforce (10, 12, and 28).

- e. Provide a narrative describing the involvement of key customer groups (who directly use and evaluate CTE programs, services, activities, and products) and key stakeholder groups (who indirectly receive yet evaluate programs and services, and who exercise sanctions over the CTE system) in planning, implementation, and evaluation of the local CTE program. The groups asterisked below are required under Perkins IV. (F134(b)(5))

Students*

Business Advisors*

Labor*

Teachers*

Special Populations Reps*

Parents*

Teachers: CTE faculty and staff participate in formal and informal meetings as well as

Professional Learning Communities where a variety of information is shared and input is gathered related to course content, course offerings, academic integration, post-secondary articulation, career clusters, CTE performance indicators, and CTE post-assessment performance. Together with CTE faculty and staff, others involved in these meetings include building level administrators, curriculum staff, technology staff, exceptional children staff, teachers, counselors, county office level directors, the Assistant Superintendent, Superintendent, and business and community leaders. Individual and small group reflecting and planning meetings are held annually each spring by the CTE Director so that individual teachers may share concerns; create classroom budgets, plan innovation, and dream about excellence in education. These meetings serve as a method of local teacher input to the CTE annual local planning system. The planning meeting for the 2018-2019 local plan was March 20, 2018.

Teachers work collaboratively with the CTE administrator and his/her respective principal to add or remove course options depending on economic alignment and industry needs. Business partnerships and labor market data is used to guide CTE programming and to provide career cluster pathways matching local economic need. One such example is the expansion of the agriculture program at Blue Ridge Early College. The community, through the Blue Ridge Education Foundation, requested in 2016 that the school provide more skilled workers in the areas of hospitality, landscaping, and turf grass management. These workers are needed in the Cashiers community because of the seasonal tourism and likeness of a resort community where golf courses and country clubs are the norm. This expansion in its second year is beginning to grow and thrive as well as the need for additional resources and lab areas for student projects and work.

District and School Leadership/Business Advisors/Labor: Representatives from the school district collaborate with business and industry representatives and postsecondary partners through the CTE Business Advisory Council. During these meetings, stakeholders are offered the opportunity to provide feedback and promote discussion on the direction of the CTE programs in Jackson County. Information garnered from these meetings is considered when planning and designing innovative projects as well as determining program direction.

Students: Student course selections drive curriculum and course offerings. Student input is gathered and through the use of data analysis, decisions are made whether to offer certain courses. Additionally, course offerings are linked to local and regional economic development and business needs. Students register for courses through PowerSchool. Course registration numbers drive the course master schedule. The CDC/SPC works with students to develop four-year plans and to explore career offerings. Through these individual and group meetings, the CDC/SPC garners student input to share with the CTE Administrator and/or Business Advisory Council.

Special Populations/Parents: The Special Populations Coordinator/Career Development Coordinator works with parents to provide knowledge about CTE programming, provide support for career development, and provide assistance in Individualized Education Plan meetings as needed. The Special Populations Coordinator has created a CTE webpage specifically for all students, including special populations' students as well as to communicate CTE information to parents. During course registration the CDC/SPC will work with students to advise in career planning alignment with career aspirations.

- f. Describe the process that will be used to evaluate and continuously improve the performance of the local CTE program. (F134(b)(7))

Formally, Jackson County was selected to participate in a mandatory state-level Monitoring for Compliance visit/audit in the 2014-2015 school year. This audit provided valuable information from objective third-parties to the CTE program for overall growth, maintenance, and compliance.

The CTE program in Jackson County will focus all operations under the Monitoring for Compliance document; conduct all monetary transactions of the program in accordance to the CTE Fiscal and Policy Guide; update/rewrite/revisit the strategies as written in the local plan and make adjustments as needed for the program; uphold the curriculum standards as released by the Department of Public Instruction for Career and Technical Education; and maintain integrity and compliance with all testing requirements of the CTE Post-assessment manual. Annually, the CTE Director will review all elements of the above processes and will identify areas of improvement and assert strategies to fix areas of weakness and/or noncompliance.

The use of Professional Learning Communities within CTE departments lead measures to improve from within focusing on classroom instruction aligned to standards. Data collected from SchoolNet assessments and NCCTE post-assessments will be used to inform instruction. Data garnered from CTE post assessment tests will be used in the planning and implementation of CTE district instructional initiatives. In 2017-2018, the district CTE instructional initiative was to focus on content vocabulary development and pacing. In the 2018-2019 school year, this focus and refinement of practice will continue to be an initiative to improve performance (6, 22).

4. CTE's size and location(s).

See individual school reports provided via PowerSchool

5. Describe professional development in the LEA including efforts to improve (i) the recruitment and retention of career and technical education teachers, faculty, and career guidance counselors including groups underrepresented in the teaching profession; and (ii) The transition of professionals to teaching from business and industry. (F134(b)(12)(A)(B))

The CTE program in Jackson County employs a highly trained, quality, teaching faculty that brings both educational and industry experience into their respective curriculum. We believe that in order to prepare our students to meet the demands of an ever-evolving, dynamic workforce, as a CTE team we must make professional development a priority. Professional development opportunities are aligned with the CTE local strategic plan as well as with the local district curriculum plan (5). Local, state, and federal monetary resources are allocated according to desired student outcomes in proficiency and growth. Professional development opportunities in expanding instructional and industrial technologies are stressed in this model as well (5, 7). Jackson County Schools designates specific days in the school calendar that are reserved solely for professional development. Typically, the days are designated as whether they are a "school-sponsored" professional development day or a "district-sponsored" professional development day. At the school level, focused time for Professional Learning Communities (PLCs) are provided during the school-sponsored professional development days. District-sponsored professional development days include the CREW (Collaborative Regional Educational

Workshops) multi-district professional development day in October as well as department-specific district-wide professional development. District initiative and school-based professional development in 2017-2018 (to be continued in second module form in 2018-2019) include Positive Behavior Interventions and Supports (PBIS) and Multiple Tiered Systems of Support (MTSS).

To accommodate the growing need for professional development of new teachers, the CTE Director also serves as one of two of the district's Beginning Teacher Program Coordinators. This training encompasses behavior and classroom management, stress management, instructional strategies, problem-solving models, thinking maps, literacy, and Marzano's strategies for vocabulary development. Additionally, these new teachers are appointed a mentor to support their growth, development, and management of teaching life. The support of the beginning teacher program is vital to retaining and training CTE lateral entry teachers since many of those teachers are coming straight into the classroom from business and industry. Additionally, the CTE Director provides funds to send all new teachers to the North Carolina Department of Public Instruction's sponsored CTE 40-Hour Induction Program for new and beginning teachers. These support structures in place help ease the transition from business and industry into the education sector. In a partnership with Western Carolina University through a state program called "NC New Teacher Support Program" each new teacher is provided a professional coach that visits classrooms, provides professional development, and counsels teachers on best practices.

Many additional opportunities exist for professional development for CTE within Jackson County. Jackson County Schools employs two full-time Instructional Technology Facilitators that primarily focus on developing instructional technology strategies and implementation of technology in the classroom for teachers. This facilitator is available for individual trainings and group trainings and conducts various technological trainings on items such as using ActivBoards in the classroom, piloting one-to-one initiatives, Microsoft Outlook, Microsoft Excel, PowerSchool grade book, and SchoolNet. This personnel resource has been invaluable since the district has embarked on a one to one computer initiative. Contractual professional development with the Friday Institute has provided additional technological professional development during 2016-2017 and 2017-2018 and will continue to provide support structures around delivered professional development. Other departmental-specific professional development activities are supported and encouraged

Other Specific Professional Development Offered:

- **CTE Summer Conference**
- **CTE Program Specific Conferences sponsored by DPI**
- **Mentor Training**
- **Beginning Teacher Symposium and Beginning Teacher Program**
- **Lateral Entry Online Module Training**
- **CTE 40-Hour Induction Program**
- **North Carolina Technology in Education Society (NC TIES) conference**
- **Various WRESA Professional Development Events**
- **Family & Consumer Science Regional Meeting**
- **Career Development/Special Populations Coordinator Regional Meetings**
- **CTE Administrator and IMC Regional Meetings**
- **Spring and Fall CTE Director's Conferences**
- **Other local, state and national Conferences as funds allow**

Part I.B -- Customer Requirements - *Customer*: anyone who receives something of value, usually by choice, from a supplier. Customers and suppliers are both inside and outside an organization. **Stakeholder Requirements** - *Stakeholder*: anyone who has a stake in (a) how well something is done, and/or (b) how good results are. Stakeholders can affect directly or indirectly rewards and punishments.

1. Describe key customer and stakeholder requirements for programs, services, and activities. Briefly describe all important requirements, and note significant differences in requirements among customer and/or stakeholder groups. Customers include students and clients, as appropriate.

See *Part II, Performance* for federal Perkins IV performance requirements.

See , for College Tech Prep performance requirements.

For College Tech Prep performance requirements.

Jackson County Schools continues to meet the performance requirements for College Tech Prep. Students have the opportunity to take college classes during their junior and senior high school years through Career and College Promise in both academic and career technologies areas as well as have the opportunity to participate in two Early College High Schools. Many students graduate with college credit through Career & College Promise options and complete a sequence of courses in high school that maximize the student's ability to earn college credits while in high school. Support is given to CTE programming in which students can earn articulated college credit and procedures are in place with the local community college, Southwestern Community College, to grant credit upon successful completion of articulated courses at the high school level. Curriculum integration is a natural progression in the state designed curriculum for CTE. Students are encouraged to be involved in work-based learning through job shadowing, clinical rotations, and internships. Technical preparation is provided by teachers that meet the North Carolina standard for being highly qualified. Local resources are provided in addition to state and federal funds to insure labs, shops, and clinical areas are up-to-date as well as safe for student use. The CTE Director appropriates funding for student obtainment of industry credentials (18,19).

Part I.C -- Supplier Relationships - *Supplier*: anyone who provides something of value, usually by choice, to a customer. **Partnering Relationships** - *Partner*: anyone who by mutual agreement expects, furnishes to , and receives something of value from another partner. The agreement can range from an informal one through formal contracts.

1. Describe the most important suppliers and partners which your LEA can affect, including suppliers of personnel, programs, services, activities, and goods. Consider agencies, businesses, and education institutions that affect CTE's performance.

The most important suppliers and partners for CTE in Jackson County Public Schools are Parents, Students, Teachers, Support Staff, Jackson County School Board, District/School Administration, Counselors, Curriculum Specialists, Exceptional Children's Department, Workforce Development Board, Business/Industry/Labor Representatives, North Carolina Department of Public Instruction, Higher Education Partners (Western Carolina University and Southwestern Community College, locally), Economic Development providers, Elected Officials, State/Federal Government Agencies, and Public/Non-Profit Community-Based Organizations.

Western Carolina University is an active supplier of JCPS teachers through their College of Education and Allied Professions. In turn, JCPS partners with Western Carolina University to

host education students in observatory requirements, clinical requirements, and student teaching assignments. JCPS cooperating teachers provide important, practical, and relevant educational training to the WCU new teacher program.

The CTE Administrator in Jackson County Schools is a part of the District Curriculum Team and additionally serves as the Middle and Secondary Director. This close-knit partnership team including the Elementary Director, Exceptional Children's Director, and Accountability Director focuses on instructional and school improvement at the district level. Each one of these suppliers to the district works together collaboratively to leverage resources, budgeting, and opportunities for our district's success.

2. Describe any limitations, special relationships, or special requirements that may exist with some suppliers and partners.

Complex financial constraints resulting from the economic recession have had a significant impact on many supplier and partner relationships for many years now; many have fewer resources and time to direct to CTE and other district initiatives. This dilemma affects elected officials, the North Carolina Department of Public Instruction, school board, post-secondary partners, business and industry, and community-based organizations. The resulting effect is that CTE programs are less able to hire the needed teachers, provide adequate and up-to-date equipment/resources, send faculty and staff to professional development and return-to-industry experiences, support Career and Technical Student Organizations, and facilitate work-based opportunities. This situation has improved slightly and is rebounding from the recession of 2008-2009, but still provides compounded issues that will take many years to resolve. Additionally, JCPS has instituted quicker spring protocols to identify staffing needs and has worked to identify all staffing needs by May 1 of each year to be the first to attract teaching talent when the hiring race begins in mid to late June.

In the 2018-2019 school year, school safety and facilities will be a major concern, both in terms of staffing, programming, and facilities. Negotiations between the Jackson County School Board and the Jackson County Commissioners are currently underway in regard to safety measures and cost associations of those measures in the public schools in Jackson County. Definitely a necessity for our system, many of our practices, protocols, and financial resources will be put into this drive for a safer school environment.

Proximity, cost, and information regarding lateral entry programming is a prominent barrier to attaining and retaining high quality teachers. Particularly in CTE where lateral entry teachers are the norm, more often than not, teachers are simply not able to afford the exorbitant rates of taking eighteen to twenty-one hours of coursework on the now-current teacher salary. Additionally, the rural location of our district prohibits many face-to-face learning opportunities at colleges and universities to obtain the required coursework to attain a license. These teachers end up taking expensive on-line coursework while juggling a busy beginning teacher's schedule. For this reason, many lateral entry teachers either give up or quit within their first three years of teaching. For this reason explicitly, beginning teacher support and retention strategies are critical.

Additionally, as the tourism and gambling industry grows through the expansion of Harrah's Casino (the resort industry, and the entertainment complex) there exists a need to provide students who have skills in hospitality, entertainment, and tourism. Currently, Harrah's is

building a new conference center and 800 room hotel facility slated to open within the next two years. Harrah's has become an educational partner sponsoring and advocating for local teachers and education; the company was the prominent sponsor for the funding and dining options for the CREW multi-district professional days and in April 2017 will host a Senior Showcase to promote workforce development. Knowledge of this economic need will be at the forefront of CTE planning in the hospitality, tourism, and culinary program areas.

Part I.D -- Performance Factors

1. Describe efforts to (i) improve the academic and technical skills and (ii) ensure learning of students participating in CTE programs (including core integration, rigorous academic standards, and strong industry experience) (F134(b)(3)(B))
 - ‡ **CTE is an integral part of the teaching and learning system in JCPS and is involved in helping students meet graduation requirements as well as the NC Essential Standards. CTE provides a rigorous program of study to all students. Additionally, JCPS CTE teachers regularly adapt curriculum to meet the needs of the individual student to ensure that high expectations are achievable and met. These adaptations vary and extend across a broad spectrum to providing modified blueprints of curriculum for students on the Occupational Course of Study to providing a rigorous and demanding honors curriculum for those accelerated learners.**

CTE in Jackson County is nestled within a student-centered and quality-focused public school system, one with a rich history of strategic planning, community engagement, and continuous improvement. The CTE program is administratively sound and enjoys strong political and organizational support throughout the JCPS.

At present, JCPS has 22 CTE faculty members, including one (1) part-time Career Management Coordinator/Special Populations Coordinator/Teacher, one (1) full-time CTE Technical Assistant, and one (1) full-time CTE Administrator/Instructional Management Coordinator also serving as the Middle and Secondary Education Director and nineteen (19) full-time teachers. Funding for faculty, staff and programming is provided through a mixture of federal, state and local monies. With these resources, the Jackson County CTE program provides a comprehensive spectrum of programs, services and activities which are reflective of and responsive to the needs and opportunities of the community.

The CTE Administrator is active in district initiatives and is involved in bringing the voice of CTE to a variety of venues such as the Curriculum Team, District Accreditation Team, MTSS District Implementation Team, District Continuous Improvement Planning, Secondary Curriculum Facilitation, Exceptional Children's Continuous Improvement Planning Committee, County Office Leadership Team (COLT), District Leadership Team (DLT), Regional CTE Administrators' Group, Data Assessment and Review Team (DART) PLC, NC Commerce Youth Standing Committee, CREW Multi-District Planning Team, New Century Scholars Steering Committee, NC Works Certified Pathways Committee, and SCC Advanced Manufacturing/STEM Advisory Board.

2. Describe changes taking place that affect performance and success.
 - a. Growth or declines in enrollments (Specify):

The enrollment in CTE programming decreased to 1,362 students in 2016-2017 from 1,406 students in the prior year at the secondary level but increased from 585 students in 2015-2016 in grades 6-8 to 712 in 2016-2017. The overall district population has increased slightly which is reflected in the middle school enrollment numbers. The slight decline in secondary enrollments is probably attributable to a change in course sequencing at the high school level. Expectations are that in 2018-2018, enrollment will increase slightly and be more in line with 2014-2015 numbers.

b. New equipment?

One goal of the CTE program in Jackson County is to use funds in accordance with the CTE Fiscal and Policy guide in such ways that all equipment in CTE classrooms, labs, and shops are industry-standard. In April 2017 (completed every 4 years, the previous study was completed in April 2013), the CTE Director provided each CTE teacher a CTE Equipment Audit form for each course that each teacher teaches. The Equipment Audit forms were based upon the NC CTE Equipment Guidelines. Each teacher was instructed to examine all equipment in his/her program; particularly indicating whether or not the classroom possesses all equipment necessary for each course under the NC CTE Equipment guidelines. The forms additionally contained space for identifying equipment that was substandard, broken, or non-operational. From these audits, the CTE Director worked with the CTE teachers to identify needs and match CTE funding with identified equipment needs per the state guidelines. This protocol has been the established procedure when employing new teachers, adding new courses, and auditing each program in order to plan budgets.

In alignment with labor market demands and the CTE program expansion in Culinary Arts. Work was begin in the 2017-2018 school year in a culinary laboratory at Smoky Mountain High School. This work will continue throughout the 2018-2019 school year with the goal of completion being April 2019. The ultimate goal is to transition one of the existing Foods classrooms into a Culinary Arts classroom. In early 2018 commercial refrigeration and freezer units were installed. During 2018-2019, commercial equipment will be installed to include commercial prep space, commercial ovens, and microwaves. Additionally, the other Foods lab at Smoky Mountain High School is in need of extreme equipment renovation. Plans will be undertaken in 2018-2019 to replace the refrigerators, stoves, and microwaves in that lab to meet industry standard.

Needs in the agriculture program at BREC and JCSA will consist of buying new supplies and equipment for continued program growth, development, and expansion. Grant funds will be used to install a new cold frame greenhouse and CTE funds will be used to provide additional equipment and supplies for the agriculture program as a whole. (3, 7)

c. New technologies?

CTE recognizes that current instructional technology is necessary and relevant to 21st century learning skills. For that reason, the CTE program in Jackson County has focused many resources in the past few years on new technologies and will continue to focus resources on professional development and implementation of these resources.

JCPS was awarded a Golden Leaf grant in Fall 2016. This grant provided for STEM

initiatives as well as a one to one digital learning initiative. With students having immediate and personal access to their own device, teachers will be able to readily incorporate instructional technology. By fall 2018, all CTE teachers will have received a new laptop. This laptop will augment current technology and will help teachers to have technology available whether in the classroom, shop, lab, or clinical area.

JCPS has been working to incorporate STEM throughout as many applicable areas as possible. In fall 2016, the CTE Administrator and the principal at Cullowhee Valley School opened a middle school Exploring Biotechnology curriculum to serve as a feeder program for the Health Sciences program at SMHS. Labor market demands in Jackson County have indicated that health science is a vastly growing career field with a myriad of job opportunities. This middle school course has been very successful and serves in direct alignment with the Health Science Pathway to Prosperity as outlined in this LPS. Additional biotechnology resources will be added in 2018-2019 to continue in the development of this program.

JCPS will begin the exploration phase of a health science virtual lab that would include components for learning anatomy and physiology as well as microscopes as part of a regenerative medical lab kit.

Additionally in 2018-2019, JCPS will continue to add STEM resources in robotics and 3-D printing and will work to include these components into additional program areas. (4)

d. Funding?

The students of Jackson County Public Schools benefit from the gracious support of local, state, and federal governments for program maintenance and improvement. JCPS and Jackson County Commissioners have been able to mitigate the effect of federal and state cuts by providing funding for computer labs, administrative staff, support staff, Career and Technical Student Organizations, and supplies/equipment.

In 2017, the planning allotment for 2017-2018 was 217 months of employment. In fall 2017 because of a decline in enrollment in middle school due to a university lab school opening, these months of employment were reduced by 3.45 months. This came as a huge shock and detriment to the local CTE plan. Planning allotments for 2018-2019 will be carefully considered in planning for the next school year since this enrollment decline will likely have a significant impact. Despite a possible reduction in funding, between state and local funds, in 2018-2019 Jackson County CTE expects to employ 20 full-time teachers, one Special Populations/Career Development Coordinator, one CTE Administrator, and one CTE Technical Assistant.

CTE funding allocations have been used to bring all CTE labs, shops, and clinical areas up to date with industry standards and business specifications. Funding has been used to provide industry-standard supplies for classrooms so students are using the same types of supplies used in real world labs, shops, and clinical areas. State contract vendors (if at all possible) are used to purchase materials and supplies; the focus for buying decisions has been focused on purchasing lasting, quality, equipment from industry vendors that will provide the most use for students at an economically feasible cost. Special attention has been focused on increasing the rate of student professional credentials and certifications; funds will be allocated to provide for this initiative.

Jackson County Commissioners provide gracious funding support for facilities and maintenance of facilities including CTE classrooms, shops, labs, clinical areas, and grounds.

(2)

e. Labor market?

The region is experiencing consistent and steady population growth(1% annual growth expected) and experts project this pace of growth to continue. Growth in the region will continue to be driven overwhelmingly by in-migration from other parts of the nation and international migration. Closely mirroring population growth, the growth of the available workforce is on a positive trajectory as well.

According to ACCESSNC (North Carolina Economic Data and Site Information), the unemployment rate in 2015 came in at a low 6.4% and in January 2017 dropped to a staggering low of 5.1%. This depicts a true re-balancing economy; in 2011-2012, Jackson County had showed a slight improvement in the unemployment rate reported as 8.6% down from approximately 10% in previous years. In September 2012, the unemployment rate began to rise topping 11.4% in January 2013 and 10.5% in February 2013. These numbers looked much brighter in April 2014 when numbers were reported around 7-8% for unemployment. Therefore, the current number at 4.4%, looks very promising for economic growth for the region. (<https://data.bls.gov/map/MapToolServlet>). Data, however, indicate that workers in the area are working for a low median wage with the median worker earnings capping in at \$21,186, ironic to believe since 24.4% of Jackson County's population age 25 and over possess a bachelor's degree. This data tends to suggest that workers are over-educated for the jobs they are currently working in. Quality of life, safety of neighborhoods, and beautiful scenery in and around Jackson County seem to negate the necessity of a higher living wage.

Despite previous years' economic difficulties, experts point to an emerging advanced manufacturing sub-sector that is experiencing significant wage gains, reflecting a move towards more highly skilled workers. In addition, forecasts point to the employment recovery occurring in several distinct clusters including hospitality, tourism, construction, healthcare, manufacturing, and technology. In an area of economic development stemming from higher education and health care, the recovery efforts will continue to be a challenge. Experts further project that the recovery will be driven by 'boutique' and small businesses where entrepreneurial motivators and skills will be necessary. Organizations such as the SCC Small Business Center and tenBiz consulting have begun to flourish as a result of the need for small business and entrepreneurial assistance.

Likewise, the agriculture sector will see a continued shift to specialty areas such as organic and medicinal/exotic crops along with the traditional Christmas Tree and other crops. Currently, in the county, new construction is beginning to "pop-up" in many areas. New businesses along the busy NC-107 corridor are beginning to emerge and the area around Highway 441 into Cherokee is experiencing growth due to the casino and entertainment complex in that area. Additionally, new construction and program development is underway at Western Carolina University in the Science field, and Southwestern Community College, particularly in Advanced Manufacturing, Mechatronics, and Health Science, which has created opportunities for local economic development. Additionally, the transportation infrastructure of the county is beginning to change with the addition of the beginnings of a by-pass through the busiest part of town as well as the revamping of the busy NC-107

highway through town. The introduction of new and updated roads will likely create jobs, stimulate the economy, and provide more tax base revenue from visitors to the county.

Each one of these specialized sectors identified above face particular workforce demands based on unique educational, experience and skill requirements. The JCPS CTE program will continue to work with business and industry as well as other partners to respond to the needs for a locally well-trained and skilled workforce to meet employment needs regionally. (8, 9)

3. Identify and compare LEAs similar to yours which lead in performance related to each performance measure. Refer to the CTE Affinity Group Charts, regional similarities and other performance information to identify these districts

Although there are several systems similar in size to JCPS in the region, there are no two systems exactly alike in their individual elements. Differences in many factors make each system in this region unique. There are many similarities in types of programs, students, and teachers, however, and the CTE program is dedicated to seeking out best practices and models from neighboring systems and those across the state and nation. Jackson County falls into the Extra-Small (Group 6) Affinity group placing correspondent to other systems in the Western Region of North Carolina such as Transylvania, Asheville City, Cherokee, and Macon.

Upon examination of 2016--2017 data populated in the Local Planning System (LPS) and the Red/Green Report, Jackson County ranks 5th out of 15 LEAs in Academic Attainment/Reading Language Arts as measured by other districts of similar size. This shows significant gain since in 2013-2014 when Jackson fell at the bottom of the list in our affinity group in Academic Attainment in Language Arts.

As far as technical attainment is measured, Jackson County's ranks 2nd out of the 15 LEAs measured in a similar affinity group and 8th out of 19 counties in the western region.

Jackson County ranks in the middle of the pack in secondary school completion with a respective 98.0% and boasting a respectful 97.0% student graduation rate ranking fairly consistent with other districts in the corresponding affinity group. Secondary placement has increased significantly through the past several years beginning at 85.7% in 2014-2015, moving to 92% in 2015-2016 and then in 2016-2017 reporting a almost a 10% gain at 96.1% of students indicating positive outcomes in employment or post secondary education for Jackson County CTE students.

Part I.E -- Other Factors Important to CTE's Performance

1. Describe the regulatory environment affecting CTE, such as local, state, and federal requirements; occupational health and safety; environmental, and financial factors:

See Part IV *Assurances and Certifications* and Part II *Requirements and Permissive Uses of Funds*(with each Performance Indicator) in this Plan.

2. Describe major new thrusts for CTE.
 - a. In your locality?

For 2017-18, continued focus and renewed emphasis will be placed on the following:

- **Continued implementation of the CTE Essential Standards and strategy development for how CTE can support and integrate the NC Essential Standards in English/Language Arts and Mathematics. Emphasis will be placed on vocabulary development and informational text comprehension.**
 - **Continued evaluation, modification and establishment of processes/systems needed for the effective leadership and administration of the CTE program ensuring standardization, formalization and continuity including student safety and credentialing opportunities.**
 - **Continue to support new lateral entry teachers as well as second and third year lateral entry teachers. Provide relevant educational and CTE-specific professional development for the growth of CTE teachers.**
 - **Align student opportunities, credentials, and coursework with the local economy.**
 - **Continue work to market CTE as a value-added service through branding, recruiting, recognition, media promotion, and public relations for CTE programs and services. Update and maintain the CTE district webpage and increase the JCPS CTE web-presence. Provide extended services to special population students to remove barriers to career and technical skills and content.**
 - **Extend credentialing opportunities at Jackson County School of Alternatives, Smoky Mountain High School and Blue Ridge Early College.**
 - **Integration of technology with the one to one digital learning initiative. Provide professional development for teachers incorporating technology into the classroom including the use of the Schoolnet Assessment Item bank for CTE coursework, Canvas online course management system, and seamless technological integration.**
 - **Construct cold frame greenhouse and rain water irrigation system at BREC with help of Capital Director and Maintenance Director (continued as a priority from 2017-2018 where school campus construction delayed this goal). (1, 4, 7)**
- b. **In the state? CTE Post-Assessments in the ABCs, for instance, if and when it happens. Others? With the implementation of the new federal Every Student Succeeds Act (ESSA), CTE will support state and federal mandates regarding fulfillment of the law. Additionally, CTE will support the SchoolNet assessment item banks statewide and the use of NCTest statewide for post-assessments, NCFEs as well as EOCs. CTE will continue to focus on delivering high-quality, highly-technical, industry-standard curriculum and will strive to offer credentials as aligned with such. CTE in Jackson County will continue to support state and national programming designed at increasing student proficiency and growth outcomes and will continue to be a supporting pillar for student graduation rates. As part of the North Carolina READY Accountability model, CTE will continue to deliver the Workkeys Career Readiness Assessments to all students completing a CTE career cluster and will recognize those students attaining a Career Readiness Certification.**

With regard to CTE post-assessments, JCPS is supportive of this instrument's use from both an accountability and instructional management standpoint. JCPS will continue staff development activities focused on using the CTE Instructional Management System in both formative and summary assessment settings including benchmarking and will provide additional support for new teachers and low performing programs.

JCPS CTE will continue to be at the table in regard to local and state conversations regarding credit by demonstrated mastery and honors implementation. The JCPS CTE Administrator will participate in the district's Data Assessment and Review Team (DART) and will integrate CTE and its collective impact into the overall scope of performance measures for the entire school district. JCPS CTE teachers will continue to participate in and lead PLCs focused on data driven instruction and continual growth and improvement.

CTE programming in North Carolina will have a strong focus on STEM initiatives including innovation, design, and technology. Rapidly dynamic in nature, STEM will be a challenge and an exciting endeavor as more emphasis will be on critical and creative thinking and the process of design on impact, efficiency, and effectiveness.

CTE programming advocates will continue to assert CTE's presence and successes in student graduation rates and in providing rigorous and relevant curriculums practical to real-world applications.

3. Describe how your district provides Career and Technical Education students with the following: (F134(b)(3)(C)(D)(E))
 - a. Strong experience in, and understanding of, all aspects of an industry. Include descriptions of at least two work-based learning opportunities that are related to career and technical education instruction. These work-based learning opportunities shall consist of on-the-job training through an internship, cooperative education, apprenticeship program or experiential learning through early childhood education and nursing fundamental clinicals..

Jackson County Schools supports the Career Cluster pathways as established by the state of North Carolina. The CTE program in JCPS offers a full range of CTE coursework so that students may participate in the following career clusters: Agriculture, Food, and Natural Resource; Architecture and Construction; Arts, Audio/Video Technology and Communications; Business Management and Administration; Health Science; Hospitality and Tourism; Human Services; Marketing; Science, Technology, Engineering, and Math; and Transportation. In each of the aforementioned clusters, JCPS offers introductory level, middle level, and advanced coursework so that students may gain full experience in all aspects of a particular industry. Additionally, this coursework is supported by student opportunities in job shadowing, internships, clinical experiences, career and technical student organizations, and lab/shop projects. Career and College Promise coursework provides extensions of this curriculum that will extend into post-secondary preparedness. As a foundation for secondary and postsecondary CTE curriculum, Jackson County Schools provides a CTE middle school program focused on computer skills, innovation technology and biotechnology to all students in the district. The Jackson County CTE program provides the associated cost and administration of student credentialing opportunities to align with industry needs and expectations for employees.

Jackson County CTE will support CTE Internships in every CTE program area, Early Childhood Education I and II field experiences, Nursing Fundamentals clinical internships, and Health Science internships as a component part of CTE Advanced Studies. Job shadowing is encouraged and facilitated for students in career exploration. (3)

- b. The same coherent and rigorous content aligned with challenging academic standards as other students.

Career and Technical Education students are measured with a mandatory end of course examination in all subject areas, just like academic areas. The CTE post-assessment mirrors the type of assessment given to other academic areas for which there are End of Course tests and NC Final Exams. Additionally, CTE provides adaptation of curriculum for special population students; particularly in modified blueprints for Occupational Course of Study students and honors extensions in curriculum for those academically advanced students. Additionally, certain courses in CTE are used to meet students' math requirements; those courses set forth by NC to contain 50% or more mathematical content and are used in situations where students need technical skills and possess learning disabilities or challenges in mathematics curriculum.

Additionally, Jackson County CTE teachers are focused on aligning CTE curriculum with district instructional initiatives such as teaching according to Revised Bloom's Taxonomy, using thinking maps, integrating technology, Multi-Tiered Systems of Support (MTSS) and focusing on Marzano's vocabulary strategies. These teachers make practice of incorporating literacy and numeracy strategies into content-rich lessons to engage students and enhance reading and mathematics skills. Partnerships within school teams between teachers, school counselors, exceptional children's faculty, and administration provides assistance and support where needed for struggling and at-risk students. Collaboration between academically gifted certified teachers and CTE teachers to offer honors curriculum at the appropriate rigorous level is apparent for honors students to be challenged. Principals engage in proactive conversations with CTE teachers on student growth; data from the EVAAS system aid in these discussions and goal-setting activities (1).

- c. Guidance to enroll in rigorous and challenging courses in core academic subjects.

Jackson County Schools began using in Spring 2015, the course selection tools used in the PowerSchool Student Portal for students to select rigorous and challenging coursework in all areas leading to post-secondary preparedness. Technology being a tool; JCPS realizes that technology is not a substitute for the valuable assistance provided to students through career counseling in groups and individuals by guidance counselors, the Special Populations/Career Development Coordinator, and academic and CTE teachers. Students are encouraged and advised to take challenging coursework including honors and Advanced Placement coursework to meet requirements and to add enhancements to their educational career. Many CTE teachers work with academic teachers to integrate content particularly in the areas of health science and technology. Several CTE courses are available as an honors option for students who anticipate a challenge. Through a healthy partnership with the local community college, SCC; school faculty and SCC faculty work together to appropriately place students in Career and College Promise coursework to align with postsecondary and career plans. These college courses provide a rigorous challenge to students by providing college curriculum during the high school years. Counselors and teachers work with students to strengthen test-taking skills to attain best possible test scores on ACT, SAT, WorkKeys, and other college entrance exams. Faculty members recognize that although testing is not most

important, it is an essential and required element for admittance to rigorous postsecondary programs. The Career Development Coordinator works with individuals and small groups on career exploration activities, self assessments, and college planning. The use of Major Clarity software to aid in course selection and alignment with postsecondary outcomes will be a focus in 2018-2019 (9,11).

4. Describe how comprehensive professional development that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant to CTE will be provided for CTE, academic, guidance and administrative personnel. (F134(b)(4))

Full attention and support is provided for teacher professional development on local, regional, and state levels. Teachers are provided funding for registration, hotel, travel, and substitute to engage in high quality professional development. This professional development helps ensure that CTE students are learning from highly qualified, trained, and industry-current teachers. Support is additionally granted for any teacher wishing to participate in the CTE Annual Summer Conference each year. Additional professional development comes to teachers through local sources, Career and Technical Student Organization affiliations, WRESA, Western Carolina University, the North Carolina Center for the Advancement of Teaching (NCCAT), NACTE, various national organizations, and Southwestern Community College to name a few. A regional event, CREW 2016, will be offered in October for all teachers in the western region to collaborate in PLCs and to attend concurrent break-out sessions on current educational topics.

The focus of much professional development in the 2017-2018 school year will center on the implementation of the one-to-one computing initiative as well as the implementation of Multi-Tiered Systems of Support (MTSS).

The district curriculum team publishes a catalog of professional development offerings for teachers. Teachers (upon funding approval) can self-select professional development or it can be recommended by principals or administrators based on performance as evidenced by EVAAS or other authoritative data.

New teacher support and appropriate professional development will be provided to all academic and CTE teachers during his/her first three years of employment. New teachers are supported through a mentorship program and a coaching program. Additionally, these new teachers are supported through NCDPI's 40-Hour CTE Induction Professional Development, the assignment of a specific mentor, New Teacher Symposium, and a program of improvement through the office of the Middle, Secondary, and Career/Technical Director (5).

5. Describe how special populations will not be discriminated against on the basis of their special population status. (F134(b)(9))
Special Populations students will be served in all CTE programming with disregard to ability, race, gender, sex, religion, disability and/or handicap. The Special Populations/Career Development Coordinator (SPC/CDC) will work with these students to choose appropriate, yet challenging CTE and academic coursework to prepare these students for post-secondary and/or the workforce. Additionally, the SPC/CDC will prepare a Career Development Plan Plus for each of these students to ensure that these students are provided adequate and fair assistance in order to meet their Individualized Education Plan (IEP), 504, or Limited English Proficient (LEP) goals. CTE Teachers will participate in IEP, 504, and LEP meetings alongside Special Education teachers and will provide feedback for the stakeholders involved to help students succeed. The

SPC/CDC will work with teachers to provide and create appropriate modified course blueprints for occupational course of study students when necessary. Collaboration among counselors, CTE teaching faculty, SPC/CDC, the exceptional children's faculty, 504 Coordinator, and the English as a Second Language (ESL) teacher will create a non-biased and non-discriminatory environment for student's needs to be met. The CTE Administrator shall provide funding for Economically Disadvantaged students when necessary, relevant, or as needed to eliminate barriers for inclusion in activities and programming according to the rules established in the CTE Fiscal and Policy Guide (9, 13, 25).

6. Describe how CTE funds will be used to promote preparation for Non-traditional fields. (F134(b)(10))
CTE funds will be used to promote preparation for non-traditional fields particularly in the area of STEM (Science, Technology, Engineering and Math) and Health Science. Showcasing publications of nontraditional students will be available and on display. Teachers will demote gender bias and will promote positive attitudes in choosing nontraditional career fields. Careful attention and funding support (when applicable and permissible by fiscal and policy guidelines) will be allocated to promote non-traditional roles in Career and Technical Student Organizations (CTSOs) such as FFA and HOSA. The SPC/CDC will serve as an advocate for non-traditional students to participate in career development activities such as job shadowing and internships. Teacher professional development will include topics on non-traditional gender roles in employability fields. This professional development will include segments of understanding actions related to promoting non-traditional career areas and understanding actions that deter students from pursuing non-traditional fields.

Jackson County Schools

**SUBMITTED -- This LEA's Plan Has Been Submitted for Approval by the
NC Department of Public Instruction or the LEA Board of Education.**

PART II -- PERFORMANCE MANAGEMENT 2018-2019 Local Performance-Based Improvement Plan (F.123) Career and Technical Education

1S1 – Academic Attainment – Reading/Language Arts

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. Final targets were determined after negotiations with the Office of Vocational and Adult Education in Summer 2007.

Performance Indicator One (1S1) – Academic Attainment – Reading/Language Arts. By 2017-2018, 51.3 percent of CTE Concentrators who left secondary education in the reporting year will have met the proficient or advanced level on the statewide high school reading/language arts assessment.

Scores

<u>Category</u>	<u>2014-2015</u>		<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	46.6	52.6	48.0	50.0	51.0	45.3	52.0		53.0	
Special Populations	43.2	49.0	44.7	42.9	43.9	37.3	44.9		45.9	
Nontraditional	56.8	50.0	57.9	37.3	38.3	40.0	39.3		40.3	
Academically Disadv.	36.0		37.7	24.1	25.1	13.8	26.1		27.1	
Economically Disadv.	37.7	45.2	39.3	50.0	51.0	45.3	52.0		53.0	
English Learner										
Exceptional Children	27.9	.0	29.8	100.0	100.0		100.0		35.3	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native	33.5	60.0	35.3	50.0	51.0	100.0	100.0		100.0	
Asian						100.0	100.0		100.0	
Black or African American		.0		.0	1.0		2.0		6.0	
Hispanic/Latino		50.0				33.3	.0		1.0	
Native Hawaiian or Other Pacific Islander										

White	47.8	51.5	49.2	50.0	51.0	42.7	52.0	53.0
Two or More Races		100.0		100.0	100.0	66.7	100.0	100.0
Gender								
Male	36.1	37.8	37.9	45.2	46.2	39.6	47.2	48.2
Female	58.8	66.7	59.8	55.0	56.0	52.4	57.0	58.0

Other
Migrant

<u>Category</u>	<u>2014-2015</u>		<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Program Clusters										
Agriculture, Food and Natural Resources	44.3	62.5	45.7	66.7	67.7	66.7	68.7		69.7	
Architecture and Construction		33.3		40.0	41.0	32.3	42.0		43.0	
Arts, Audio/Video Technology and Communications		14.3		34.6	35.6	13.0	36.6		37.6	
Business Management and Administration	60.9		61.9	50.0	51.0		52.0		64.8	
Education and Training	58.4		59.6							
Finance				100.0	100.0		100.0		100.0	
Government and Public Administration										
Hospitality and Tourism		66.7		57.1	58.1	41.7	59.1		60.1	
Human Services		50.0		40.0	41.0	87.5	42.0		43.0	
Information and Technology				100.0	100.0	50.0	100.0		100.0	
Law, Public Safety, Corrections and Security				100.0	100.0	100.0	100.0		100.0	
Manufacturing				100.0	100.0	25.0	100.0		100.0	
Marketing, Sales and Service	41.8	100.0	43.3			.0	.0		1.0	
Health Science	55.5	74.1	56.6	65.0	66.0	60.0	67.0		68.0	
Science, Technology, Engineering and Mathematics		66.7		57.1	58.1	50.0	59.1		60.1	
Transportation Distribution and Logistics				71.4	72.4		73.4		73.8	

* Percentages are not reported for fewer than 10 students

*** Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.**

Part II. - Performance Indicator# 1S1. Academic Attainment - Reading/ Language Arts

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall
Benchmark: 6.7

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) Data analysis of academic attainment in Reading and Language Arts, indicates overall JCPS CTE fell below the established benchmark by 5.7% in 2016-2017, a sharp decline since the prior year.

Current district initiatives, implemented in academic and CTE classrooms, include Marzano's vocabulary instruction, thinking maps, Revised Bloom's Taxonomy, technology integration, and common core implementation. CTE programming in Jackson County includes the district, research-based instructional strategies in everyday classroom activities specifically in the areas of identifying similarities and differences, non-linguistic representations, setting objectives, providing feedback, and building vocabulary.

The district-wide area of focus is the implementation of Multi-Tiered Systems of Support. Jackson County is within the second year of MTSS implementation. This first year of implementation is a focus on Core instruction including literacy and math strategies. Implementation of MTSS will continue in 2018-2019 until full implementation of all tiers of support by 2020.

In 2018-2019, the district will begin to look at targeted professional development in Adolescent Literacy through the North Carolina School Improvement Project. This professional development will span grades 5-12 and will focus on key strategies to understanding, comprehension, and writing. Programs such as RISE time (focused intervention time) and daily intervention blocks will be utilized for tutoring for individual student needs and time will be particularly reserved for remedial studies in each course. English/Language Arts will be supported during these times of intervention strategies.

Additionally, CTE staff integrate literacy strategies throughout their lesson plans. This focus on literacy helps reinforce those reading/language arts common core objectives that are taught in the reading/language arts classrooms, therefore, indirectly impacting student performance in those areas as well. A focus of 2018-2019 is explicit vocabulary instruction in the CTE classroom. Basic terminology in each content area will be at the core of instruction. A focus on prefixes, suffixes, root words and word combinations will be part of the literacy focus in Health Science as students learn powerful new medical terminology. Additionally, students will focus on complex informational text including abstracts of studies as a basis of literacy development.

Guided reading strategies will be used for understanding and comprehending text. Technology such as Kahoot, Quizlet, Schoolnet, Studystack.com will reinforce literacy development.

Technical writing will be utilized as a way to summarize technical text and gauge student comprehension.

Particular attention will be paid to student performance data and student growth in CTE. Efforts will be made by the CTE Director and SPC/CDC to work with teachers in decoding data to guide

instruction. Teachers will use reporting data from the NCCTE Admin reporting portal to guide instruction by looking at performance of students at each standard.

Professional Learning Communities will utilize data garnered from the LPS and from benchmark assessments in incorporating literacy strategies into lesson planning. As part of each program area's PLC, CTE instructors will continue to develop pacing guides and revisit curriculum standards to align daily instruction, interim assessments, formative assessments, projects, and units to the appropriate standard. Each CTE teacher will be encouraged and provided the opportunity to attend the CTE Summer Conference as well as professional development that supports literacy.

The DART (Data Assessment Review Team) will review English II and Math II scores to look at standards that are sub-proficient and relay those data findings to school teams to carry to teachers to inform instruction. The Accountability Director will individually work with schools to disaggregate performance data to inform instruction (1, 5)

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations
Benchmark: 7.6

Adequate Yearly Progress to Reach Subgroup Benchmark:

Nontraditional:

*** Greatest Opportunity for Improvement**

Academically Disadvantaged: 12.3

Economically Disadvantaged: 6.7

English Learner:

Exceptional Children:

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency: (F134(b)(8)(A)(B)(C))

(April 2018) In the comprehensive special populations data for 2016-2017, numbers indicate that of special populations concentrators, only 37.3% were proficient, lower than the overall measure of all students by 8%.

In JCPS, particular attention will be assigned to those students in special populations categories so that barriers to success are removed and pathways for student achievement are present. The SPC/CDC will continue to support students with Individualized Education Plans (IEPs) by monitoring those students progress, particularly in reading and math areas in the CTE classroom. This support will include providing appropriate tests and test settings for special populations students and supporting teachers by addressing the needs of those students. The SPC/CDC will also monitor progress of special populations students using a Career Development Plan Plus (CDP+) document that outlines future plans, current progress, and status of progress toward graduation. Also a part of this CDP+ document will be a progress monitoring toward achieved credentials in appropriate curriculum areas leading to preparing these students for high skill, high wage, and high demand occupations leading to self-sufficiency.

Teachers will use linguistic representations in explicit vocabulary instruction as a way to deliver complex vocabulary to special populations students. Additionally, teachers will use drawings, charts,

and pictorial views of complex applications and processes as a means for special populations instruction.

Partnerships between guidance counselors, CTE teachers, SPC/CDC, and Exceptional Children's teachers will guide students when choosing alternate math courses from the CTE department offerings. Additionally, CTE teachers will serve on IEP, 504, and EL meetings for individual students in order to help provide strategies for success and understand current levels of student progress and performance. (1, 9, 10)

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup Benchmark:

- American Indian or Alaska Native:
- Asian:
- Black or African American:
- Hispanic/Latino:
- Native Hawaiian or Other Pacific Islander:

*** Greatest Opportunity for Improvement**

White 9.3

*** Greatest Opportunity for Improvement**

Two or More Races: 33.3

- Male: 7.6
- Female: 4.6
- Migrant:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) Each school will continue with the second year implementation of Multi-Tiered Systems of Support to include the Response to Instruction model as well as PBIS positive behavior model. These models will help target male students, Hispanic students, and black students who are traditionally under performing in Reading/Language Arts in Jackson County. Each school will have in place a student support services team to help those students who are under performing and will focus on providing targeted intervention on skill deficits to close the achievement gap between students. (1, 9)

PROGRAM AREAS

Adequate Yearly Progress to Reach Program Area Benchmark:

- Agriculture:
- Business, Finance and Information Technology
- Education:
- Health Science Education:

Marketing and
Entrepreneurship Education:
Family & Consumer Sciences:
Trade & Industrial:
Career Development:
Technology Engineering and
Design:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(May 2017) The CTE Director and CDC will work with CTE teachers on blueprints, curriculum guides, pacing, and literacy. Emphasis will be placed on the integration of literacy into CTE content. Students will be encouraged to utilize non-fiction reading materials in a variety of genres including technical text to enhance student literacy attainment. CTE dollars will be allotted for the integration of skill and technical books, texts, and other reading material. Teachers will incorporate technical writing in CTE areas in their coursework and assignments to strengthen student writing skills. CTE teachers will utilize the vocabulary provided in curriculum guides and focus on vocabulary as a derivative of skill attainment and language development. Honors courses in CTE will be offered to challenge high achieving students. (1,9)

Each program area will utilize technology as appropriate to deliver content via ActivBoards, one to one computing devices, etc. Teachers will incorporate various instructional delivery methods including instructional technology to meet different learning styles. Through instructional strategies learned through professional development, CTE teachers will use technology to enhance literacy skills (1, 4)

Jackson County Schools

**SUBMITTED -- This LEA's Plan Has Been Submitted for Approval by the
NC Department of Public Instruction or the LEA Board of Education.**

PART II -- PERFORMANCE MANAGEMENT 2018-2019 Local Performance-Based Improvement Plan (F.123) Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. Final targets were determined after negotiations with the Office of Vocational and Adult Education in Summer 2007.

Performance Indicator Two (1S2) – Academic Attainment - Mathematics. By 2017-2018, 39.0 percent of CTE Concentrators who left secondary education in the reporting year will have met the proficient or advanced level on the statewide high school mathematics.

Scores										
<u>Category</u>	<u>2014-2015</u>		<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	84.6	28.2	85.0	35.4	36.4	33.7	37.4		38.4	
Special Populations	81.0	30.0	81.5	30.2	31.2	29.9	32.2		33.2	
Nontraditional	86.7	32.3	87.1	27.5	28.5	13.3	29.5		30.5	
Academically Disadv.	78.5		79.0	13.8	14.8	17.2	15.8		16.8	
Economically Disadv.	72.4	25.0	73.1	34.9	35.9	34.6	36.9		37.9	
English Learner		.0				.0	.0		1.0	
Exceptional Children	59.3	25.0	60.5	.0	1.0		2.0		63.5	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native	73.4	20.0	74.1	66.7	67.7	66.7	68.7		69.7	
Asian						100.0	100.0		100.0	
Black or African American		.0		.0	1.0		2.0		6.0	
Hispanic/Latino		50.0				16.7	.0		1.0	
Native Hawaiian or Other Pacific Islander										
White	86.7	27.4	87.1	34.7	35.7	32.4	36.7		37.7	
Two or More Races		50.0				50.0	.0		1.0	
Gender										

Male	83.6	19.6	84.1	27.9	28.9	35.8	29.9	30.9
Female	85.8	38.5	86.2	44.4	45.4	31.0	46.4	47.4

Other
Migrant

<u>Category</u>	<u>2014-2015</u>		<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Program Clusters										
Agriculture, Food and Natural Resources	91.7		92.0	44.4	45.4	66.7	46.4		47.4	
Architecture and Construction	88.1		88.5	35.7	36.7	16.7	37.7		38.7	
Arts, Audio/Video Technology and Communications				17.9	18.9	12.5	19.9		20.9	
Business Management and Administration	95.1		95.2	.0	1.0		2.0		95.5	
Education and Training	58.4		59.6							
Finance				.0	1.0		2.0		6.0	
Government and Public Administration										
Hospitality and Tourism				42.9	43.9	25.0	44.9		45.9	
Human Services				44.4	45.4	25.0	46.4		47.4	
Information and Technology				.0	1.0	50.0	2.0		3.0	
Law, Public Safety, Corrections and Security				50.0	51.0	50.0	52.0		53.0	
Manufacturing				75.0	76.0	.0	77.0		78.0	
Marketing, Sales and Service	66.8		67.6			100.0	100.0		100.0	
Health Science	82.2		82.7	44.4	45.4	44.0	46.4		47.4	
Science, Technology, Engineering and Mathematics	86.7		87.1	42.9	43.9	30.0	44.9		45.9	
Transportation Distribution and Logistics				50.0	51.0		52.0		53.5	

* Percentages are not reported for fewer than 10 students

* Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.

Part II. - Performance Indicator# 1S2. Academic Attainment - Mathematics

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall
Benchmark: 3.7

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) As evidenced in the above data, mathematics attainment in Jackson County is significantly lower than the state established benchmark of 39.0%. In 2016-2017, we saw a minor decrease of 1.7% in the proficiency attainment in Math I for the identified concentrators.

As a result of the above data and other district determinant data, mathematics has become a primary focus inside Jackson County Schools. This trend is not exclusive to Math I scores as measured for academic attainment, but is also indicative of elementary school performance as well. County-wide adoption of the Math Investigations curriculum focusing on conceptual thinking and learning will continue to be prioritized and implemented with fidelity as a strategy to reach proficiency for all students.

The Elementary Director and Middle and Secondary and Career/Technical Director have established math implementation teams to establish district wide common pacing guides and curriculum maps in mathematics. Additionally, Math I PLCs will work together to disaggregate data based on student performance and projected growth. During 2017-2018, mathematics coaching was outsourced to two separate expert groups for teacher professional development in mathematics particularly in understanding conceptual processes. In 2018-2019, two district-wide instructional coaches will be employed in order to coach teachers to mathematical practices. During 2017-2018, many professional development efforts were made across the curriculum to increase math proficiency. During 2018-2019, additional professional development in mathematics practices will be sought.

Jackson County Schools utilizes the DPI check-ins as well as Schoolnet benchmark assessments to provide extensive data analysis of each student's performance and diagnostic reporting of standard attainment. Teachers will use these reports to target individual students needing tier two intervention.

CTE curriculum will incorporate real world problem-solving skills of mathematical attainment. Fractions will be reinforced in Culinary, Foods and Carpentry coursework. Health Science students will concentrate on measurement and standard to metric conversions. Technology and Engineering classrooms will focus on physics formulas and will use real data to gauge speed, work, and velocity. Business classrooms will use mathematical formulas and problem solving in business and finance situations. Ratios and proportions will be reinforced in agricultural classrooms through calculation of soil mixes and environmental controls.

Additionally, JCPS will provide CTE programming in Business, Marketing, Health Science, Family & Consumer Science, Agriculture, Technology & Engineering, and Trade and Industry that will enhance the mathematics programming at each school. CTE will offer courses that meet the state guidelines for fourth math requirements at the high school level. The CDC/SPC will work with teachers and guidance staff to insure that CTE students are enrolled in developmentally appropriate

courses for meeting the course requirements for mathematics when CTE courses are used as a mathematics substitution (1, 5, 9, 22).

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations Benchmark: 2.3

Adequate Yearly Progress to Reach Subgroup Benchmark:

*** Greatest Opportunity for Improvement**

Nontraditional: 16.2

Academically Disadvantaged:

Economically Disadvantaged: 2.3

English Learner:

Exceptional Children:

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency: (F134(b)(8)(A)(B)(C))

(April 2018) Data in the above chart indicate that in terms of proficiency special populations students are remaining fairly consistent in the overall measure for mathematical attainment. To address the proficiency and growth in mathematics, the CDC/SPC and CTE faculty will participate in the development and monitoring of strategies in mathematics as guided by students’ IEP plans. Additionally, the CDC/SPC will provide appropriate test settings for special population students with needs in mathematics for CTE formative and post-assessments. The CTE Administrator, CDC/SPC, Exceptional Children’s Program Director, guidance counselors, and exceptional children’s teachers to help identify appropriate math tracks for students who have specific learning disabilities (particularly in mathematics) Additionally, Occupational Course of Study students will enroll in Personal Finance as a part of their mathematics sequences of required courses.

When appropriate teachers will use hands-on manipulatives (measuring tools) to reinforce mathematical content and problem-solving. CTE teachers will work with students on conceptual mathematical development and how tools such as measuring cups, rulers, measuring tapes, etc. can aid in mathematical understanding. CTE teachers will use visuals and pictorial diagrams in mathematical problem-solving for ease of student understanding of complex content.

CTE teachers will differentiate curriculum when needed for special populations students to be successful. Concentration on specific problem-solving skills and processes will be a critical component of differentiation strategies (1, 11, 13, 25).

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup Benchmark:

American Indian or 2.0

Alaska Native:

Asian:

	Black or African American:	
	Hispanic/Latino:	
	Native Hawaiian or Other Pacific Islander:	
* Greatest Opportunity for Improvement	White	4.3
	Two or More Races:	
	Male:	
* Greatest Opportunity for Improvement	Female:	15.4
	Migrant:	

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) The CDC/SPC and CTE teachers will monitor student performance of ESEA Racial and ethnic categorical students especially in the area White students, Black students, Hispanic students, and female students. These targeted subgroups will be provided extra services and academic attention when necessary. Supplies and equipment will be provided as necessary for these students to remove barriers to success (1, 11, 13, 25).

PROGRAM AREAS

Adequate Yearly Progress to Reach Program Area Benchmark:

Agriculture:

Business, Finance and Information Technology

Education:

Health Science Education:

Marketing and

Entrepreneurship Education:

Family & Consumer Sciences:

Trade & Industrial:

Career Development:

Technology Engineering and Design:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(March 2017) Mathematic content will be supported, enhanced, and integrated through CTE programming at all levels and in all programs. Health Science programming will provide units on medical math where conversions, metrics, time, and measurement is applied. NCCER Carpentry programs will teach units based on mathematics in Carpentry and will include a specialized focus area on fractions and measurement. Family and Consumer Science programming, especially in the areas of Foods, Personal Finance, and Culinary Arts, will use mathematical models in recipe production and in nutrition management (caloric content, proteins, fats, percentages, etc.). Information technology courses will use and apply mathematical formulas into spreadsheets and

databases. Student-led entrepreneurial activities will be supported by the CDC/SPC and the CTE Director in each area as appropriate. All CTE program area teachers will know what the appropriate math standards are for each student level of development that they teach in their classrooms (1, 2, 20)

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Jackson County Schools

**SUBMITTED -- This LEA's Plan Has Been Submitted for Approval by the
NC Department of Public Instruction or the LEA Board of Education.**

PART II -- PERFORMANCE MANAGEMENT 2018-2019 Local Performance-Based Improvement Plan (F.123) Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. Final targets will be determined after negotiations with the Office of Vocational and Adult Education in Summer 2008.

Performance Indicator Three (2S1) – Technical Skill Attainment. Proposed. By 2017-2018, 82.1 percent of CTE participants will have met the proficiency on CTE post assessments or received selected industry recognized credentials or counted as proficient using the postsecondary technical attainment measure in the reporting year.

Scores

Category	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	86.6	80.8	87.0	78.3	87.3	85.3	87.7		88.0	
Special Populations	83.5	75.8	83.9	73.2	84.3	80.2	84.7		85.1	
Nontraditional	84.4	77.9	84.8	70.2	85.2	81.7	85.6		86.0	
Academically Disadv.	80.5		80.9		81.5	62.2	82.0		82.5	
Economically Disadv.	81.3	74.1	81.7	73.0	82.2	79.3	82.7		83.2	
English Learner	40.3	21.1	41.8	*	43.3	*	44.9		46.5	
Exceptional Children	68.4	59.1	69.2	43.9	70.1	54.6	70.9		71.7	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native	74.6	78.5	75.3	66.2	75.9	83.2	76.6		77.3	
Asian		81.9		*		*				
Black or African American	78.7	70.2	79.2	77.2	79.8	96.5	80.3		80.8	
Hispanic/Latino	50.7	64.1	52.1	68.6	53.3	84.5	54.6		55.8	
Native Hawaiian or Other Pacific Islander										
White	89.5	82.6	89.8	79.8	90.0	85.1	90.3		90.6	
Two or More Races		83.1		97.2		96.5				

Gender

Male	90.5	76.3	90.7	75.2	90.9	83.4	91.2	91.4
Female	82.9	87.1	83.4	82.1	83.8	88.0	84.3	84.7

Other

Migrant

Program Areas	86.6	80.8	87.0	78.3	87.3	85.3	87.7	88.0
Agriculture	90.9	76.3	91.1	75.1	91.3	70.7	91.6	91.8
Business, Finance and Information Technology Education	75.4	100.0	76.0	80.1	76.7	94.5	77.3	78.0
Health Science	90.3	99.1	90.6	92.9	90.8	89.9	91.0	91.3
Education	36.0	91.2	37.7	85.1	39.3	89.4	40.9	42.6
Marketing and Entrepreneurship Education	91.5	84.0	91.8	81.5	92.0	94.2	92.2	92.4
Family & Consumer Sciences	93.9	67.0	94.1	72.2	94.1	84.2	94.3	94.5
Trade & Industrial Career Development	76.6		77.2	*	77.8		78.4	78.9
Technology	91.6	51.2	91.9	58.1	92.0	70.7	92.3	92.5
Engineering and Design								

*** Percentages are not reported for fewer than 10 students**

*** Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.**

Part II. - Performance Indicator# 2S1. Technical Skill Attainment

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall Benchmark: 2.4

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) Upon examination of the past three years of technical attainment data, JCPS CTE is remaining within the required 90% of the state benchmark goal. The post assessment data composite for 2015-2016 fell exactly on the 90% mark of the state-wide benchmark goal. In 2016-2017, JCPS increased this overall benchmark attainment to 85.3%, increasing the overall technical attainment composite by 7%.

Professional development will continue to be a necessary and required component of the JCPS CTE program. Teachers will be encouraged to gain technical knowledge and skills in attendance at the CTE Annual Summer Conference. CTE teachers will participate in program specific professional learning communities (PLCs) in order to disaggregate data, share strategies, discuss performance, and collaborate with one another. CTE funds will be allocated for professional development as a means for gaining technical and content-specific knowledge for the CTE classroom.

Teachers will be expected to use Schoolnet as a formative and summative assessment tool and will use the data garnered from these assessments to inform instruction and mastery of standards. CTE teachers will use the reporting feature of NCCTE Admin to pull standards reports to address and drill down instruction to problem areas in each course Teachers will implement a practice of creating spiraling interim tests, incorporating areas of weakness back into tests and assessments as a way of continuous progress and improvement.

Use of guided notes, guided reading, and interactive notebooks will be a strategy used for technical skill and information attainment. . In certain areas, pre-study guides will be incorporated to recall and grasp cumulative amounts of information and vocabulary specific to each content area.

Career development, counseling and advising will be a key component of the JCPS CTE program. All CTE students will have access to these services through programming by the SPC/CDC. Additionally, to increase applied technical skills, the CTE Director, SPC/CDC, teachers, and counselors will work with business and industry partners to create meaningful job shadowing and internships. Additionally, support will be provided to the active Career and Technical Student Organizations (CTSOs) in the district: Health Occupations Students of America (HOSA) and FFA in order to enhance social, career, and technical skill areas.

Funds will be allocated for the attainment of industry credentials matching content specific courses. Teachers will utilize product software, interim assessments and performance-based practices as a means of preparing for industry credential testing and assessment.

Local, state, and federal funds will provide the necessary monies to adequately support instruction, equipment upgrades, support for CTSOs, attainment of industry-recognized certifications and other facets of the CTE program. The CTE Director will work with teachers to conduct periodic equipment audits to insure that classroom inventories align with the NC CTE Equipment Guides. Procedures for budget and funding broke, unsafe, and/or outdated equipment will be utilized to insure labs are safe and contain industry-standard equipment. Attentiveness to planning will be to incorporate the latest industrial technology in labs and shops where appropriate (1, 3, 4, 7, 14)

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations
Benchmark: 4.5

Adequate Yearly Progress to Reach Subgroup Benchmark:

* **Greatest Opportunity for Improvement**

Nontraditional:	3.9
Academically Disadvantaged:	19.8
Economically Disadvantaged:	3.4
English Learner:	
Exceptional Children:	16.3

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency: (F134(b)(8)(A)(B)(C))

(April 2018) Special populations' data indicates a significant increase in the proficiency performance of those students, increasing 7% over the prior year. Strategies will continue to be in place in the 2018-2019 school year so those students are being prepared for high wage, high demand, and high skill occupations leading to self-sufficiency.

Collaboratively, departments within JCPS will work to remove barriers for special populations' students. All stakeholders will work as necessary to develop the most appropriate IEP goals aligned to each course of study and each course. The Special Populations coordinator will use the Career Development Plan + for each of these students to communicate each student's individual strengths and weaknesses to incoming teachers in the 2018-2019 school year. The Special Populations coordinator will check-in with CTE teachers and with guidance counselors periodically throughout the semester to gauge adequate progress. Special Populations students who are not being successful in the CTE classroom or are at-risk for failing a course(s) will receive extra support during an intervention time with the Special Populations Coordinator and/or CTE teacher. This intervention time will be in addition to the core time in the classroom and will occur during a specific intervention time built into the master schedule. This strategy in alignment with the district's plan through Multi-Tiered Systems of Support.

At the beginning of the year CTE meeting, the CTE Director will present the 2017-2018 data on CTE post-assessments broken down into multiple areas including special populations. The teachers will discuss strategies and look at data in order to gauge certain standards that are difficult for special populations' students to attain. Special attention focus on those standards in each CTE classroom and students will be progress monitored on the standards that are difficult for special populations' students to attain. CTE teachers will use data in the NCCTE Admin to dive into each standard in order to review and revise teaching practices so that students will meet those un-mastered standards. When necessary, spiraling difficult CTE curriculum through the semester will be a strategy for special populations students. CTE students will receive support during interim and post-assessment testing according to his/her IEP or EL plan to include those accommodations necessary for success. Teachers will provide copies of guided notes when necessary to differentiate instruction. The use of diagrams, pictures, and process steps will be provided to special populations' students as a means of attaining knowledge of technical content.

CTE teachers will communicate with parents and exceptional children's department on the ongoing progress of students.

The SPC/CDC and teachers will encourage and support special populations' students in attaining industry credentials. In order to prepare to attain credentials either by test, exam, or performance tasks, CTE teachers will provide time during the intervention period to work with special populations students on skills not mastered in the classroom in an effort to master the skills necessary for credential attainment. The CTE Director and SPC/CDC will review the numbers of special populations students attaining credentials from the 2017-18 school year to the 2016-17 school year and should expect to see an upward trend in the amount of credentials attained.

The success of the above strategies will be monitored by comparing each students Career Development Plan Plus, digging into the LPS numbers, and comparing years in the annual report to the board (9, 10).

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup Benchmark:

- American Indian or Alaska Native:
- Asian:
- Black or African American:
- Hispanic/Latino:
- Native Hawaiian or Other Pacific Islander:
- White: 5.2
- Two or More Races:
- Male: 7.8
- Female:
- Migrant:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) According to the data indicated by the ESEA Racial and Ethnic Categories, the male gender and Hispanic students pose the greatest opportunities for improvement in terms of technical attainment. The CDC/SPC will provide targeted support for males and Hispanic students in the form of career guidance and academic counseling. CTE teachers will deliver instruction according to the learning styles of male students served. Careful attention will be paid to ensure that students of different racial and ethnic backgrounds are afforded all opportunities possible and those students are encouraged to succeed. CTE funding will be used to provide credentialing opportunities for all students in ESEA categories (9, 15).

PROGRAM AREAS

Adequate Yearly Progress to Reach Program Area Benchmark:

*** Greatest Opportunity for Improvement**

Agriculture: 20.9

Business, Finance and Information Technology Education:

Health Science Education: 1.1

Marketing and

Entrepreneurship Education:

Family & Consumer Sciences:

Trade & Industrial: 10.1

Career Development:

*** Greatest Opportunity for Improvement**

Technology Engineering and Design: 21.6

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) Manipulatives, visual representations, visual comparisons, and other learning modalities will be used in the classroom to differentiate for all students particularly in Agriculture and Technology, Engineering and Design. Vocabulary development and technical text readings will be used to further deepen understanding in the broad context. The CDC/SPC will use the Howard Garner version of multiple intelligences to instruct students on how they learn. New instructional technology strategies and methods will be encouraged and supported in each program area.

In the agriculture pathway, students will use the iCEV program and its interactive notebook as a means to increase technical attainment. When possible, classroom instruction will be reinforced in the appropriate lab setting including the greenhouse, outdoor areas, or welding lab. Students will perform and demonstrate classroom content in hands-on projects particularly incorporating previously learned content. For example, students will relate knowledge of environmental controls and ratio/proportion in soil mixes to appropriate growing conditions by growing and assessing plant production.

Where appropriate, interactive student notebooks will be a major component of the course. The interactive notebook will serve as not only an organizational tool, but as a learning strategy. These notebooks will include bell ringers, objectives, notes, review questions, and other student products. The interactive student notebook will serve as a “portfolio” of work for the student; these can additionally be used to keep absent students on track and as a resource for IEP meetings. Teachers using the interactive notebook approach in previous years reported greater student interest, increased knowledge retention, and better scores on the CTE post-assessment. In the agriculture pathway, students will use iCEV to create their own interactive notebook.

The Trade & Industrial program area is missing the state benchmark by 10.1% down from over 20% in the prior year, indicating students are performing better as this area was a greatest opportunity for improvement in 2017-2018. This program area is the only one other than agriculture, represented in all JCPS secondary high schools. T & I teachers will establish goals for the year and will look at standards that students are performing at a sub-par level and will work on strategies for proficiency of those standards. The SPC/CDC will provide assistance to the T & I teachers in the NCCER credentialing process. By increasing the number of credentials earned where students exhibit proficiency on skills and standards, student test scores in academic attainment will be higher. Additionally, the CTE Director will provide proficiency reports in Core, Carpentry I, II, and III in order for teachers to assess skill deficits.

The Technology Engineering and Design program area is taught by a single teacher within Jackson County Schools and is one of our smallest program areas, therefore, each score carries more weight in technical attainment. Despite being a greatest opportunity for improvement in 2018-2019, this area increased 12.6% from the prior year. The SPC/CDC will continue to work with the TED teacher on creating tests in SchoolNet to use as a benchmark to assess progress throughout the semester. Additionally, the CTE Director and SPC/CDC will provide proficiency by standard reports and will meet with the TED teacher in order to inform instruction according to those standards that are not mastered. (1, 7, 21, 23)

Jackson County Schools

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PART II -- PERFORMANCE MANAGEMENT 2018-2019 Local Performance-Based Improvement Plan (F.123) Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. Final targets will be determined after negotiations with the Office of Vocational and Adult Education in Summer 2008.

Performance Indicator Four (3S1) – Secondary School Completion. Proposed. By 2017-2018, 94.0 percent of CTE Concentrators leaving secondary education in the reporting year will have earned a diploma.

Scores

Category	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	98.2	98.9	98.2	98.9	98.3	98.0	98.3		98.3	
Special Populations	97.5	100.0	97.6	98.5	97.6	98.6	97.6		97.7	
Nontraditional	90.6	100.0	90.8	100.0	91.0	94.1	91.3		91.5	
Academically Disadv.	96.8		96.9	96.2	96.9	96.9	97.0		97.1	
Economically Disadv.	96.9	100.0	97.0	97.5	97.1	98.2	97.2		97.3	
English Learner		*				*				
Exceptional Children	100.0		100.0	*	100.0		100.0		100.0	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native	100.0	*	100.0	*	100.0	*	100.0		100.0	
Asian						*				
Black or African American		*		*		*				
Hispanic/Latino		*				100.0				
Native Hawaiian or Other Pacific Islander										
White	97.9	98.7	97.9	98.8	98.0	98.7	98.1		98.1	
Two or More Races		*		*		*				
Gender										
Male	98.3	100.0	98.3	97.9	98.4	98.2	98.4		98.5	

Female 98.0 97.6 98.0 100.0 98.1 97.7 98.1 98.2

**Other
Migrant**

<u>Category</u>	<u>2014-2015</u>		<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Program Clusters										
Agriculture, Food and Natural Resources	95.9	100.0	96.0	*	96.2	95.5	96.2		96.3	
Architecture and Construction	100.0	100.0	100.0	95.7	100.0	100.0	100.0		100.0	
Arts, Audio/Video Technology and Communications		100.0		*		*				
Business Management and Administration	100.0		100.0	*	100.0		100.0		100.0	
Education and Training										
Finance										
Government and Public Administration										
Hospitality and Tourism		100.0		*		*				
Human Services		*		100.0		*				
Information and Technology				*		*				
Law, Public Safety, Corrections and Security				*		*				
Manufacturing				*		*				
Marketing, Sales and Service	100.0		100.0		100.0	*	100.0		100.0	
Health Science	100.0	96.4	100.0	100.0	100.0	96.0	100.0		100.0	
Science, Technology, Engineering and Mathematics	87.8	100.0	88.1	*	88.5	*	88.7		89.1	
Transportation Distribution and Logistics		*		*						

*** Percentages are not reported for fewer than 10 students**

*** Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.**

Part II. - Performance Indicator# 3S1. Secondary School Completion

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall

*** Greatest Opportunity for Improvement**

Benchmark: 0.3

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) Data from the system indicates that JCPS fell just below the annual benchmark by 0.3% for secondary school completion. Further numbers indicate good results in special populations with a reported 98.6% of students earning a diploma up 0.1% from the prior year.

To strive to meet goals for secondary school completion, attention to career guidance and advising will be necessary as well as acute monitoring of at-risk students. The CDC/SPC will partner with school administrators and counselors on an ongoing basis to provide a comprehensive advising process for CTE students and their families to ensure appropriate course planning, course selection, and course performance. This counseling will aim to match student's postsecondary plans with secondary coursework.

In 2018-2019, students will be introduced to MajorClarity as a career exploration platform tool that allows students to quickly and easily try out careers through a one-of-a-kind activity and video content as a means for students to develop post-secondary goals and encourage school completion.

In 2016-2017, the Middle, Secondary and Career/Technical Education Director established a new PLC centered on student transitions, Creating Academic Successful Transitions (C.A.S.T. PLC). This PLC consists of the director, SPC/CDC, CTE technical assistant, graduation coach, and secondary school counselors. The objective of this community is to discuss, learn, and share best practices for working with students on graduation attainment as well as to communicate district initiatives aimed at student graduation and transitions. This PLC will continue into its third year in 2018-2019 and will continue to tackle strategies for secondary school completion.

A wide array of courses and pathways will be offered so that students have choice in their program of study. Programs of study will offer all aspects of industry including technical skill, industry standard equipment, internship programming, and industry credentials. A clear pathway for completion will be offered in each career cluster.

For at-risk students, partnerships between CTE and the alternative program will help early detection of potential student risk. A sufficient scope and quality of programs in CTE will aim to capture and maintain student interest for staying in school.

The CTE Administrator and CDC/SPC will work with other agencies to inform and educate students on post-secondary opportunities as well as job opportunities. These opportunities include dual enrollment options available through the Career & College Promise initiative, as well as post-secondary course credits available through the NC articulation agreement. Additionally, the CDC/SPC will work to provide opportunities for students to get involved in Career and Technical Student Organizations and to participate in career fairs and college events sponsored by the local community college. The CDC/SPC will plan and execute a CTE career fair and facilitate a field trip for students to attend SCC Career Exploration Day as a means to increase students' post-secondary goals and create a pathway for graduation. In health science fields, teachers will try to provide students with a career mentor as a means to develop career interest and connections.

Additionally, CTE staff will collaborate with business & industry to create meaningful job shadowing and internship opportunities for CTE students to extend and deepen the learning experience in hopes that students will see the value-added component of education. Funds will be allocated for students to participate in field trips that highlight business and industry in the region as well as to tour college/university campuses as a means to develop interest and student drive (3, 8, 11, 12, 19)

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations Benchmark:

Adequate Yearly Progress to Reach Subgroup Benchmark:

Nontraditional:

Academically Disadvantaged: 0.1

Economically Disadvantaged:

English Learner:

Exceptional Children:

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency: (F134(b)(8)(A)(B)(C))

(April 2018) According to the above data, 98.6% of CTE concentrators identified as special populations graduated in the reporting year. This data identifies some of our current efforts as strengths in this objective. In the coming year, the CTE Director will continue to allocate funding and support for student credentialing and involvement in CTSO activities so that barriers are removed for students and those special populations students have access to high skill, high wage, or high demand occupations that lead to self-sufficiency.

Continual monitoring of special populations students will be necessary to attain the current level of performance for secondary school completion. The SPC/CDC will complete a Career Development Plan Plus for every special population's student and will complete monitoring processes to ensure those students are remaining on track for graduation and requirement completion. Additionally, the SPC/CDC, guidance counselors, and Exceptional Children's staff will work to provide training and support for students in transitioning to work and/or post-secondary. The MajorClarity program will be used to guide students' career interests and establish post-secondary goals.

The SPC/CDC when monitoring special populations will input GPA into the Career Development Plan Plus in order to progress monitor Academically Disadvantaged students which is the Greatest Opportunity For Improvement. Students who are struggling academically to attain high school credits and stay on track will have opportunities through the alternative school to complete credit recovery for CTE credits.

CTE teachers will provide support and intervention strategies during the intervention periods to those students who are failing or struggling in a CTE class. Attending the support/intervention period will be mandatory for those students not progressing in coursework. This period will be in addition to the core content provided during the regular time slot for the CTE course. This will be a time where academically disadvantaged students can gain additional skills and progress in order to

work toward graduating on time. (9, 15, 13)

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup Benchmark:

- American Indian or Alaska Native:
- Asian:
- Black or African American:
- Hispanic/Latino:
- Native Hawaiian or Other Pacific Islander:
- White
- Two or More Races:

*** Greatest Opportunity for Improvement**

Male: 0.2

*** Greatest Opportunity for Improvement**

Female: 0.4

Migrant:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) CTE teachers will work with school administration and fellow teachers to develop plans for diversity and instructional differentiation. Additionally, the SPC/CDC and CTE teachers will work with other school agencies to determine best practices and learning strategies for ESEA students

Males and females in the ESEA Racial and Ethnic Categories are the subgroups that are have the greatest opportunity for improvement by missing the benchmark by 0.2% and 0.4% respectively. In 2016-2017, a new progression plan for academic progress was created for our struggling secondary students. This progression plan includes progress monitoring of students by a committee of teachers, administrators, and counselors and identifying and troubleshooting areas of concern to implement a pathway to success. The SPC/CDC serves on the committee that revised the current plan and is equipped to provide specific intervention and feedback to the progression team. This team will pay particular attention to subgroups and their performance. When necessary the graduation coach will intervene to provide individual strategies to encourage students to stay in school. The graduation coach will promote job shadowing, internships, credential attainment and completion of credits through career and social/emotional counseling to promote graduation. (13)

PROGRAM AREAS

Adequate Yearly Progress to Reach Program Area Benchmark:

Agriculture:

Business, Finance and
Information Technology
Education:
Health Science Education:
Marketing and
Entrepreneurship Education:
Family & Consumer Sciences:
Trade & Industrial:
Career Development:
Technology Engineering and
Design:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(March 2017) On an ongoing basis, the CTE teachers will incorporate strategies and activities to strengthen students' connection and commitment to school, such as career fairs, internships, guest speakers, CTSOs, and field trips.

The CTE Administrator and the CDC/SPC will routinely partner with the local community college to offer information on Career & College Promise (as well as articulated credit) to pique the interest of students and families to get a 'jump-start' on their future and create a vested interest in staying in school. Additionally, the CTE Administrator will work with a consortium group to provide opportunities for students through the "Pathways to Prosperity" initiative and will work to provide information and pathways for students in accordance with the new Comprehensive Articulation Agreement. Timely information on new programming, in particular new STEM programming, will be made available to students. Students will develop a career plan that includes postsecondary plans. This plan will serve as an additional registration tool to keep students on track and focused in career pathways to encourage graduation.

The CDC/SPC will work with middle grades school counselors and CTE teachers on an ongoing basis to facilitate early self-awareness, career exploration, and education planning to create a solid foundation upon entering secondary education. (11, 12, 18, 29)

Jackson County Schools

**SUBMITTED -- This LEA's Plan Has Been Submitted for Approval by the
NC Department of Public Instruction or the LEA Board of Education.**

**PART II -- PERFORMANCE MANAGEMENT
2018-2019 Local Performance-Based Improvement Plan (F.123)
Career and Technical Education**

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. Final targets were determined after negotiations with the Office of Vocational and Adult Education in Summer 2007.

Performance Indicator Five (4S1) – Student Graduation Rates. By 2017-2018, 92.0 percent of CTE Concentrators will count as graduated in the state’s computation of its cohort graduation rate for NCLB.

<u>Category</u>	<u>Scores</u>									
	<u>2014-2015</u>		<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	92.5	96.0	92.7	97.0	92.8	97.0	93.0		93.2	
Special Populations	90.6	96.2	90.8	96.7	91.1	95.9	91.3		91.6	
Nontraditional	100.0	96.4	100.0	100.0	100.0	100.0	100.0		100.0	
Academically Disadv.	88.1	100.0	88.5	92.9	88.7	90.6	89.1		89.3	
Economically Disadv.	87.6	97.2	87.8	33.3	88.2	94.9	88.5		88.8	
English Learner						100.0				
Exceptional Children	100.0	100.0	100.0		100.0		100.0		100.0	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native	83.4	100.0	83.8	100.0	84.3	100.0	84.7		85.0	
Asian						100.0				
Black or African American		100.0		100.0		100.0				
Hispanic/Latino		100.0		100.0		100.0				
Native Hawaiian or Other Pacific Islander										
White	93.4	95.2	93.5	96.6	93.7	97.5	93.9		94.1	
Two or More Races		100.0		100.0		75.0				
Gender										
Male	94.4	95.9	94.6	96.2	94.8	95.2	94.8		95.0	

Female 90.4 95.3 90.6 97.7 90.9 100.0 91.2 91.3

Other Migrant

<u>Category</u>	<u>2014-2015</u>		<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Program Clusters										
Agriculture, Food and Natural Resources	84.9	100.0	85.3	100.0	85.7	100.0	86.1		86.4	
Architecture and Construction	100.0	95.0	100.0	100.0	100.0	96.7	100.0		100.0	
Arts, Audio/Video Technology and Communications		92.9		100.0		92.9				
Business Management and Administration	79.2		79.8	100.0	80.3		80.8		81.4	
Education and Training										
Finance				100.0						
Government and Public Administration										
Hospitality and Tourism		100.0		100.0		100.0				
Human Services		100.0		100.0		100.0				
Information and Technology				100.0		100.0				
Law, Public Safety, Corrections and Security				100.0		100.0				
Manufacturing				100.0		100.0				
Marketing, Sales and Service	100.0	100.0	100.0		100.0	100.0	100.0		100.0	
Health Science	100.0	92.9	100.0	100.0	100.0	100.0	100.0		100.0	
Science, Technology, Engineering and Mathematics	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	
Transportation Distribution and Logistics				100.0						

*** Percentages are not reported for fewer than 10 students**

*** Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.**

Part II. - Performance Indicator# 4S1. Student Graduation Rates

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall Benchmark:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) According to data populated in this LPS, the student graduation rates in Jackson County are well above the established benchmarks at 97.0% in 2016-2017. In addition to the activities outlined under Performance Measure 3S1, CTE teachers will develop marketing and other activities to increase student participation in CTSOs in program areas (and the CTE Administrator will allocate adequate resources to support CTSO activities) to create strong connections between students and school. Additionally, on an ongoing basis, the CTE Administrator will work with CTE teachers to feature the activities of CTE classes and CTSOs through local media outlets to generate excitement and pride among students and their families including formal occasions to recognize CTE student achievement through license/credential attainment, CTSO honors, and other achievements to give CTE students equal opportunities to feel public esteem and regard for their accomplishments. The CTE Administrator will work with CTE teachers and area business & industry partners to create and/or expand several signature events related to CTE curriculum to create both a venue for student capstone experiences and enthusiasm among students and their families.

CTE teachers will provide opportunities such as internships, job shadowing, career fairs, and field trips for students to learn about career fields and the appropriate education required to obtain a job in that area and see how important education is in obtaining goals (8,10,14)

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations Benchmark:

Adequate Yearly Progress to Reach Subgroup Benchmark:

Nontraditional:

Academically Disadvantaged:

Economically Disadvantaged:

English Learner:

Exceptional Children:

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency: (F134(b)(8)(A)(B)(C))

(April 2018) To remove barriers for special populations students, the CDC/SPC and CTE faculty will participate in the development/monitoring of students with IEPs to create strategies to facilitate retention and graduation. On an ongoing basis, the CDC/SPC will provide appropriate tests and test settings for special population students for CTE formative and post-assessments. The CDC/SPC will provide ongoing guidance to CTE teachers in strategies to remove barriers and create a welcoming and supportive learning environment for all students. The CTE Administrator will allocate funding to purchase devices and curriculum materials in accordance with special populations needs. The CDC/SPC will establish herself as a liaison for other school services and will recommend and arrange for services as necessary for special populations students

The CTE Director will appropriate funds for economically disadvantaged students in order to remove barriers to success so those students may participate in CTSO events, field trips, internships, and other activities that implicate the value of graduation.

CTE teachers will invite guest speakers from postsecondary institutions to present on the value of a diploma in today's society. Students experiencing academic deficiencies and finding themselves lacking credits in order to graduate on time have the option to attend the Jackson County School of Alternatives (JCSA). JCSA provides credit recovery options and specific interventions to close the gap for students struggling academically. Additionally, this high school provides a 22 credit high school diploma option that some students find as more attainable than the traditional 28 credit high school diploma at the comprehensive high school. This school provides specialized services for special populations students such as recovering credits and graduation coaching so that graduation is the main goal for the student.

The SPC/CDC will work with teachers individually to progress monitor students who are economically disadvantaged. The SPC/CDC will provide career counseling to economically disadvantaged students to encourage graduation from high school. Additionally, for those students who are economically disadvantaged and need to work to sustain families, the SPC/CDC will work to create meaningful paid internship opportunities where students may earn a credit to work toward graduation while earning money to support his/her family. (7, 9, 13).

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup
Benchmark:

American Indian or

Alaska Native:

Asian:

Black or African

American:

Hispanic/Latino:

Native Hawaiian or

Other Pacific

Islander:

White

Two or More

Races:

Male:

Female:

Migrant:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) The CTE Administrator and the CDC/SPC will routinely partner with the local community college to offer information on Career & College Promise (as well as articulated credit) to pique the interest of students and families to get a 'jump-start' on their future and create a vested

interest in staying in school. Families of those ESEA students will be offered services through the school's CDC/SPC, school counselor, or social worker to gain information about post secondary planning. Additionally, the CTE Administrator will work with a consortium to implement new initiatives that are exciting to students that have a large following of "hot jobs." CTE teachers will promote diversity both within their classrooms and monitor student's progress toward graduation when completing a pathway. CTE teachers, the SPC/CDC, guidance counselors, and other partners will provide guidance to appropriate course selections including appropriate math coursework since math seems to be an area of concern for students.

The CDC/SPC will work with middle grades and early high school students, school counselors and CTE teachers on an ongoing basis to facilitate early self-awareness, career exploration, and education planning to create a solid foundation upon entering secondary education. The CDC/SPC will follow those special populations students with a portfolio and will review transcripts once or more per year to identify student needs or to gauge at-risk behaviors (11, 12, 18)

PROGRAM AREAS

Adequate Yearly Progress to Reach Program Area Benchmark:

Agriculture:

Business, Finance and
Information Technology

Education:

Health Science Education:

Marketing and

Entrepreneurship Education:

Family & Consumer Sciences:

Trade & Industrial:

Career Development:

Technology Engineering and
Design:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(March 2017) JCPS CTE stakeholders will encourage students to complete a career cluster. Data from NC shows that those students finishing a career cluster are more likely to remain in school and graduate than those who do not. This fact as well as other CTE facts including offerings and credentials will be disseminated to students during career counseling sessions.

Multi-Tiered Systems of Support (MTSS) will be initiated in 2017-2018 at the school level. This framework will provide guidance and direction for at-risk students. CTE teachers will serve on MTSS and school improvement teams were needed. The MTSS framework will include services to encourage secondary school completion while identifying barriers and impediments to growth and proficiency. CTE teachers along with other faculty will evaluate their core curriculum and support structure and will identify any areas that might be obstacles or barriers for students to graduate.

Early identification of strengths will be a goal for CTE teachers and for the CDC/SPC. Identification of these strengths to match to secondary, post-secondary, and career goals will be the norm in the

CTE classroom. The CTE Director, CTE teachers, CDC/SPC, and school administrators will provide resources, funding, and logistical support for authentic work-based field trips, job shadowing, clinical rotations, job placement services, and internships where appropriate to establish goals and plans. The CTE Director and the CDC/SPC will work with local partners to establish pathways for success in college and career readiness. The CDC/SPC will work with student interns to connect high school to the world of work through goal setting for graduation and beyond. (6, 12, 18)

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Jackson County Schools

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PART II -- PERFORMANCE MANAGEMENT 2018-2019 Local Performance-Based Improvement Plan (F.123) Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. Final targets will be determined after negotiations with the Office of Vocational and Adult Education in Summer 2008.

Performance Indicator Six (5S1) – Secondary Placement. Proposed. By 2017-2018, 93.8 percent of CTE Concentrators who left secondary education in the previous school year will be in postsecondary education or advanced training, in military service, or in employment.

Scores										
<u>Category</u>	<u>2014-2015</u>		<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	91.6	85.7	91.9	92.0	92.0	96.1	92.3		92.5	
Special Populations	89.0	82.1	89.2	89.0	89.6	95.0	89.9		90.1	
Nontraditional	100.0	81.8	100.0	100.0	100.0	93.3	100.0		100.0	
Academically Disadv.	88.4	*	88.7	*	89.0	*	89.3		89.6	
Economically Disadv.	90.8	76.2	91.0	88.3	91.3	94.5	91.5		91.8	
English Learner		*		*		*				
Exceptional Children	78.7	*	79.2	*	79.8	*	80.3		80.8	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native	87.8	*	88.1	60.0	88.5	*	88.7		89.1	
Asian		*		*		*				
Black or African American		*		*		*				
Hispanic/Latino		*		*		*				
Native Hawaiian or Other Pacific Islander		*		*		*				
White	91.4	84.4	91.7	92.9	92.0	95.9	92.1		92.4	
Two or More Races		*		*		*				
Gender										

Male	93.2	88.9	93.4	92.4	93.5	93.2	93.7	93.9
Female	90.2	81.8	90.5	91.5	90.7	100.0	91.0	91.2
Other								
Migrant		*		*		*		

<u>Category</u>	<u>2014-2015</u>		<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Program Clusters										
Agriculture, Food and Natural Resources	88.1	*	88.5	100.0	88.7	100.0	89.1		89.3	
Architecture and Construction	100.0	90.0	100.0	90.6	100.0	87.5	100.0		100.0	
Arts, Audio/Video Technology and Communications		84.6		100.0		95.2				
Business Management and Administration	82.0	*	82.5	*	82.9	*	83.4		83.8	
Education and Training		*		*		*				
Finance		*		*		*				
Government and Public Administration		*		*		*				
Hospitality and Tourism		94.7		93.9		100.0				
Human Services		80.0		71.4		*				
Information and Technology		*		100.0		100.0				
Law, Public Safety, Corrections and Security		*		*		*				
Manufacturing		*		*		*				
Marketing, Sales and Service		*		*		*				
Health Science	95.2	*	95.4	*	95.5	*	95.6		95.7	
Science, Technology, Engineering and Mathematics		88.9		66.7		83.3				
Transportation Distribution and Logistics		*		*		100.0				

*** Percentages are not reported for fewer than 10 students**

*** Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.**

Part II. - Performance Indicator# 5S1. Secondary Placement

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall Benchmark:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) According to the above data, overall JCPS increased 4.1% in secondary placement from 2015-2016 to 2016-2017. This is a significant jump from 2014 when secondary placement leveled in at 10.4% lower. As the economy has begun to expand and respond economic development, these numbers will be expected to balance at current benchmark. For secondary placement in the 2018-2019 school year, the CTE Administrator and CDC/SPC will work with school counselors provide career development programming at each high school to connect self-awareness, career exploration, high school course registration as well as life plans including employment, college, university, or armed forces. School administrators will support the attendance of high school seniors at the college fair held each year at the local community college. The CDC/SPC will use MajorClarity to support post-secondary plans and increase college awareness.

The CDC/SPC and school counselors will work together to strategically help students utilize the features in CFNC.org particularly those intended to support post-secondary education planning and enrollment (i.e. college exploration/application, financial aid/scholarship search and application, etc.) Additionally, these teams will partner to monitor CTE concentrators in their persistence toward successful post-high school activities and will develop strategies to provide interventions if students are at risk of getting off track. Job shadowing, clinical rotations, interviews, internships, and apprenticeships will be available to students in order to establish a connection between individual students and industry.

To facilitate the transition from high school to college, the College Access Liaison from Southwestern Community College will spend one day per week at each high school working with students on career counseling, program entry, and college course enrollment.

When appropriate and course specific, teachers will structure classrooms similar to an actual job site where students are assigned responsibilities and task to replicate industry. This creates job awareness and familiarity with the work environment for students easing student transition into career fields. CTE teachers will invite industry and business leaders as guest speakers in classrooms to introduce career oriented information to students.

JCPS recognizes that credentialing is an important component of job placement. The CTE Director will allocate funds to pay for student credentialing opportunities that lead to post-secondary preparedness and/or career placement. The idea of “stackable credentials” and “multiple entry and exit points” in career pathways will be explained to students in detail in career planning. (11,15, 18, 19)

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations Benchmark:

Adequate Yearly Progress to Reach Subgroup Benchmark:

*** Greatest Opportunity for Improvement**

Nontraditional: 6.7

Academically Disadvantaged:

Economically Disadvantaged:

English Learner:

Exceptional Children:

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency: (F134(b)(8)(A)(B)(C))

(April 2018) Special populations' data indicates that the secondary placement of special populations students increased 6.0% from 2015-2016. In order to support those students and continue the upward trend of secondary placement, the CDC/SPC and CTE faculty will participate in the development/monitoring of students with IEPs and well as participate in developing Career Development Plan Plus documents to create strategies to facilitate successful post-secondary placement and eliminate barriers in transitioning to college or the workplace. The CTE Administrator will allocate funding to purchase necessary assistive devices and curriculum materials in accordance with CTE student's IEP plans to facilitate the smooth transition from school to work. The Exceptional Children's Department and CTE faculty will work collaboratively together to identify appropriate job placements for students with disabilities

The nontraditional subgroup in this area is the greatest opportunity for improvement. The SPC/CDC will work with nontraditional students on appropriate placement in internship programs in order to establish work history and marketability for students in order that they may be successful upon graduation in either the career field and/or postsecondary school.

The SPC/CDC and counselors will work with nontraditional students to complete the Federal Financial Aid forms (FAFSA) in order to reduce economic barriers to attending college and postsecondary education. Additionally, the counselors will work with nontraditional students and parents in completing college applications in order to increase postsecondary enrollment particularly in nontraditional college majors.

The CTE Director and SPC/CDC will coordinate guest speakers from colleges to come to CTE classes to promote college attendance and opportunity beyond high school.

The CTE Director will provide appropriate CTE funds for credentialing opportunities so that students will be more marketable creating an advantage for secondary placement and/or career placement. (9,11,15)(13, 25).

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup Benchmark:

American Indian or

Alaska Native:

Asian:

*** Greatest Opportunity for Improvement**

Black or African
American:
Hispanic/Latino:
Native Hawaiian or
Other Pacific
Islander:
White
Two or More
Races:
Male: 0.5
Female:
Migrant:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) The CDC/SPC will work with students to make them aware of post-secondary opportunities including Career and College Promise and to increase awareness of removing racial boundaries. The SPC/CDC and CTE teachers will work with the English as a Second Language teacher to understand strategies and best practices for working with ESL students. (11, 15, 25)

The male subgroup is the greatest opportunity for improvement. The SPC/CDC will work with male students on appropriate placement in internship programs in order to establish work history and marketability for students in order that they may be successful upon graduation in either the career field and/or post secondary school.

The SPC/CDC and counselors will work with male students to complete the Federal Financial Aid forms (FAFSA) in order to reduce economic barriers to attending college and post secondary education.

The CTE Director and SPC/CDC will coordinate guest speakers from colleges to come to CTE classes to promote college attendance and opportunity beyond high school.

The CTE Director will provide appropriate CTE funds for credentialing opportunities so that once attained male students will be more marketable creating an advantage for secondary placement and/or career placement. (9,11,15)

PROGRAM AREAS

Adequate Yearly Progress to Reach Program Area Benchmark:

Agriculture:
Business, Finance and
Information Technology
Education:
Health Science Education:
Marketing and
Entrepreneurship Education:
Family & Consumer Sciences:

Trade & Industrial:
Career Development:
Technology Engineering and
Design:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(March 2017) Recognizing that secondary placement is critical to the success of any economy, the CTE department will work collaboratively with businesses, industry, parents, and students to provide opportunities for students leaving high school. A critical component of this will be the CTE Director will provide funding support for students to obtain credentials so that they may find jobs in the workforce and/or be prepared for post-secondary education. An emphasis will be on stackable credentials and multiple entry and exit points for career pathways. The CTE Director additionally will work with the Southwestern Commission on identifying “NC Works Certified Career Pathways” and working toward having these avenues in the community.

CTE teachers, counselors, administrators and staff will invite college representatives, military recruiters, and employers into the school as opportunities for students. Guest speakers will be an important part of the CTE curriculum delivery so that students can listen to first-hand information about life in particular careers. CTE teachers will encourage students to participate in CTSO events including competitions and leadership events that develop character and college and career readiness. (9, 10, 19)

Jackson County Schools

**SUBMITTED -- This LEA's Plan Has Been Submitted for Approval by the
NC Department of Public Instruction or the LEA Board of Education.**

PART II -- PERFORMANCE MANAGEMENT 2018-2019 Local Performance-Based Improvement Plan (F.123) Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. Final targets will be determined after negotiations with the Office of Vocational and Adult Education in Summer 2008.

Performance Indicator Seven (6S1) - Nontraditional Participation. Proposed. By 2017-2018, 31.2 percent of participants in a course that leads to nontraditional employment are of the nontraditional gender.

Scores

<u>Category</u>	<u>2014-2015</u>		<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	28.6	45.2	29.2	25.2	29.7	24.7	30.2		30.8	
Special Populations	35.7	55.8	36.0	31.2	36.4	30.4	36.8		37.1	
Nontraditional		n/a		n/a		n/a				
Academically Disadv.	27.9		28.5	25.0	29.0	26.7	29.6		30.1	
Economically Disadv.	31.3	48.1	31.8	25.9	32.2	27.5	32.8		33.2	
English Learner		38.1		*		*				
Exceptional Children	29.7	48.0	30.2	25.7	30.8	35.4	31.3		31.8	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native	32.1	48.1	32.5	36.7	33.0	23.1	33.5		33.9	
Asian		66.7		*		*				
Black or African American		75.0		50.0		*				
Hispanic/Latino		54.2		22.6		32.8				
Native Hawaiian or Other Pacific Islander		*								
White	28.5	43.5	29.1	23.9	29.6	23.5	30.1		30.8	
Two or More Races		43.8		20.0		20.0				
Gender										
Male	21.9	49.4	22.6	19.6	23.4	19.6	24.1		24.8	

Female	38.3	37.5	38.6	35.7	38.9	35.4	39.2	39.5
Other								
Migrant								
Program Areas	28.6	45.2	29.2	25.2	29.7	24.7	30.2	30.8
Agriculture	29.8	52.4	30.3	40.1	30.8	30.8	31.4	31.9
Business, Finance and Information Technology Education		*		*				
Health Science Education	50.0	.0	50.0	.0	50.0	8.3	52.9	52.8
Marketing and Entrepreneurship Education		47.8		60.0		35.3		
Family & Consumer Sciences	35.2	57.1	35.7	38.0	36.0	40.7	36.4	36.8
Trade & Industrial Career Development	23.4	56.8	24.1	9.9	24.7	11.8	25.4	26.1
Technology Engineering and Design	16.7	15.0	17.5	4.1	18.3	.0	19.2	20.1

* Percentages are not reported for fewer than 10 students

* Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.

Part II. - Performance Indicator# 6S1. Nontraditional Participation

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall Benchmark: 5.5

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) Data analysis shows that nontraditional participation is down 0.5% in the 2016-2017 school year, falling 5% below the established benchmark. A major concern is special populations, academically disadvantaged, and economically disadvantaged in this category. On a positive trajectory, exceptional children’s nontraditional participation was up 4.8% in the current year. To work toward goal attainment, an emphasis will be placed on ensuring that all print and non-print materials developed by or purchased for CTE will utilize balanced and non-stereotyped representations of males and females in the various career field areas. Additionally, in career development the CTE Administrator and CDC/SPC will work with school administrators and counselors to support a holistic and comprehensive guidance program – which includes awareness of nontraditional career opportunities and ongoing advising of students who are taking the first level course (in a nontraditional area) to move onto the second level course. Additionally, the CDC/SPC will provide ongoing guidance to CTE teachers in strategies to remove barriers and create a welcoming and supportive learning environment, especially for students pursuing nontraditional career fields. The CDC/SPC will utilize nontraditional examples within MajorClarity career exploration software as examples to students. CTE faculty will aim to reach business and industry partners to speak to students about nontraditional careers and gender equity

(11, 26).**SPECIAL POPULATIONS**

Adequate Yearly Progress to Reach Special Populations
Benchmark: 6.4

Adequate Yearly Progress to Reach Subgroup Benchmark:

Nontraditional:

Academically Disadvantaged: 2.9

Economically Disadvantaged: 5.3

English Learner:

Exceptional Children:

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency: (F134(b)(8)(A)(B)(C))

(April 2018) Data shows that until 2015-2016, special populations nontraditional participation was well above state benchmarks; however, in 2015-2016 the figure dropped 4.8% the established benchmark. In 2016-2017, that number dropped by another 0.8%. Special Populations in nontraditional CTE courses will be supported by continuing monitoring of those students' Career Development Plan Plus documents to ensure that students have access to these programs as well as have the support system structure in place to be successful. Traditional gender norms for careers and pathways will be addressed in on-going career counseling (9, 26).

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup
Benchmark:

American Indian or 10.4

Alaska Native:

Asian:

Black or African

American:

Hispanic/Latino:

Native Hawaiian or

Other Pacific

Islander:

White 6.6

Two or More

Races:

Male: 4.5

Female: 3.8

Migrant:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) The CDC/SPC will work with teachers on the topic of diversity and instructional differentiation to assist in classroom strategy development, particularly related to ethnicity and nontraditional career choices. The CDC/SPC will work with the social worker, guidance counselor and other stakeholders to conduct risk assessments for students of American Indian. The American Indian population in Jackson County Public Schools is significant because of the close proximity and in-county portion of the Cherokee Indian Reservation. These students will receive additional services and monitoring in order to raise their participation in CTE courses. Additionally, since the overall population is predominantly white and both males and females are identified as greatest opportunities for improvement, overall strategies for nontraditional students will be as identified in the Overall section for this category. (5,9)

PROGRAM AREAS

Adequate Yearly Progress to Reach Program Area Benchmark:

	Agriculture:	0.6
	Business, Finance and Information Technology	
	Education:	
* Greatest Opportunity for Improvement	Health Science Education:	44.6
	Marketing and Entrepreneurship Education:	
	Family & Consumer Sciences:	
* Greatest Opportunity for Improvement	Trade & Industrial:	13.6
	Career Development:	
* Greatest Opportunity for Improvement	Technology Engineering and Design:	19.2

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) CTE teachers will provide opportunities for nontraditional students in agriculture, health science, trade and industry, and technology education to obtain success including participation in career development events, career fairs, clinical rotations, authentic work-based learning, in-class simulations, CTSO events, and internships.

Health science teachers will promote and encourage nontraditional students to join HOSA and to become active in meetings, competitive events, and/or leadership activities. Health Science teachers will provide bias activities/lessons in the classroom that will demonstrate non-bias behavior in the wide variety of careers available in the health care field and promote nondiscrimination. To recruit more males, technology-enhanced content using robotics and models will be a focus of Biomedical Technology and entry-level Health Science courses.

CTE Marketing materials will show a diversified gender grouping in all its materials in agriculture, health science, trade and industry, and technology education. The CDC/SPC will meet with middle school students to promote all CTE programs and explain course options to promote content to all students concentrating on elimination of gender bias.

Agriculture courses will work to encourage individualized student projects according to student interests. Encouraging topics such as floristry, herbal teas and medicines, leadership, and business in agriculture will encourage more female students to enroll.

The guidance counselors and the SPC/CDC will promote careers, career pathways, and course options in agriculture, health science, trade and industry and technology education to the nontraditional gender which is underrepresented in each career field (9,14,26)

Jackson County Schools

SUBMITTED -- This LEA's Plan Has Been Submitted for Approval by the NC Department of Public Instruction or the LEA Board of Education.

PART II -- PERFORMANCE MANAGEMENT 2018-2019 Local Performance-Based Improvement Plan (F.123) Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. Final targets will be determined after negotiations with the Office of Vocational and Adult Education in Summer 2008.

Performance Indicator Eight (6S2) - Nontraditional Completion. Proposed. By 2017-2018, 22.3 percent of the students who completed a program that leads to employment in nontraditional fields are of the nontraditional gender.

Scores										
<u>Category</u>	<u>2014-2015</u>		<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	20.1	21.9	20.9	21.2	21.6	25.4	22.4		23.1	
Special Populations	25.4	35.9	26.0	33.0	26.7	30.2	27.3		28.0	
Nontraditional		n/a		n/a		n/a				
Academically Disadv.	18.0		18.9	20.2	19.6	30.0	20.5		21.3	
Economically Disadv.	28.7	24.2	29.2	21.7	29.8	34.2	30.3		30.8	
English Learner				*		*				
Exceptional Children	7.3	*	8.4	8.7	9.6		10.6		11.8	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native	28.7	*	29.2	23.4	29.8	*	30.3		30.8	
Asian				*		*				
Black or African American	7.3	*	8.4	*	9.6		10.6		11.8	
Hispanic/Latino	7.3	*	8.4	34.3	9.6	*	10.6		11.8	
Native Hawaiian or Other Pacific Islander										
White	19.8	21.8	20.6	19.6	21.4	19.6	22.1		22.9	
Two or More Races		*		*		*				
Gender										

Male	10.6	22.7	11.6	17.2	12.6	21.3	13.6	14.7
Female	31.7	20.0	32.2	29.7	32.7	37.5	33.1	33.6

Other
Migrant

<u>Category</u>	<u>2014-2015</u>		<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Program Clusters										
Agriculture, Food and Natural Resources	18.0	35.7	18.9	36.4	19.6	47.4	20.5		21.3	
Architecture and Construction	7.3	22.7	8.4	15.6	9.6	11.8	10.6		11.8	
Arts, Audio/Video Technology and Communications		42.9		*		*				
Business Management and Administration				*						
Education and Training	7.3		8.4		9.6		10.6		11.8	
Finance										
Government and Public Administration										
Hospitality and Tourism		*		*		*				
Human Services		*		20.0		*				
Information and Technology										
Law, Public Safety, Corrections and Security										
Manufacturing				*		*				
Marketing, Sales and Service	28.7	*	29.2		29.8	*	30.3		30.8	
Health Science	26.3	16.7	26.9	*	27.5	*	28.1		28.7	
Science, Technology, Engineering and Mathematics	24.5	.0	25.1	.0	25.7	*	26.4		27.1	
Transportation Distribution and Logistics				*						

* Percentages are not reported for fewer than 10 students

* Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.

Part II. - Performance Indicator# 6S2. Nontraditional Completion

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall Benchmark:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) In 2016-2017 nontraditional completion percentages were around 0.7% below the state established benchmark. Ironically, nontraditional participation was lower in the prior year, but completion was higher. In the current year, this analysis has leveled and both are performing at a more consistent rate. However, the need still exists CTE to enroll additional younger students in nontraditional programming, else the completion rates will fall subsequently.

A holistic and comprehensive guidance program, which includes awareness of nontraditional career opportunities, will be used to advise students who are taking the first level course (in a nontraditional area) to move onto the second level course. CTE teachers will employ strategies in diversity and instructional differentiation to remove barriers and create a welcoming and supportive learning environment, especially for students pursuing nontraditional career fields. As STEM areas become a focus for Jackson County Public Schools, special attention and focus will be placed on the roles of females in science, technology, and engineering fields and males in Health Science. In order to continue to encourage nontraditional students to complete a career cluster, emphasis will be placed on ensuring that all print and non-print materials developed by or purchased for CTE will utilize balanced and non-stereotyped representations of males and females in the various career field areas.

The SPC/CDC will provide advisement sessions on program completion and will encourage students to develop career interests around personality and personal interests. This work will encompass developing a four-year plan of work particularly looking at nontraditional opportunities.

Additionally, all CTE staff will garner and promote opportunities for nontraditional students to participate in camps, student organizations, and field trips in which nontraditional career fields are represented. (11, 26).

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations Benchmark:

Adequate Yearly Progress to Reach Subgroup Benchmark:

Nontraditional:

Academically Disadvantaged:

Economically Disadvantaged:

English Learner:

Exceptional Children:

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency: (F134(b)(8)(A)(B)(C))

(April 2018) Data indicates that special populations’ students in nontraditional fields are completing a career cluster at a rate above the state mandated benchmark for three years consecutively. In order to support special populations in completing nontraditional fields, ongoing guidance will be provided to CTE teachers in strategies to remove barriers and create a welcoming and supportive learning environment for all students.

Prior to 2016-2017, the economically disadvantaged student group fell slightly in terms of nontraditional completion; in 2016-2017 this number rebounded by 12.5%. This implies that the effort by CTE teachers to encourage student completion of career clusters and providing support to students who are low in socioeconomic status as well as a nontraditional gender is working.

Additionally, the CDC/SPC will work with the EC Department and CTE teachers on the successful use of career assessments, interest inventories, and CFNC.org for various special populations as they explore options and plan for the future, including nontraditional career choices and exploring nontraditional career cluster options (11, 26)

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup Benchmark:

- American Indian or Alaska Native:
- Asian:
- Black or African American:
- Hispanic/Latino:
- Native Hawaiian or Other Pacific Islander:

*** Greatest Opportunity for Improvement**

- White 2.5
- Two or More Races:
- Male:
- Female:
- Migrant:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(April 2018) The CTE Administrator will arrange for training for CTE teachers on the topic of diversity and instructional differentiation to assist in classroom strategy development, particularly related to ethnicity and nontraditional career choices. The greatest opportunity for improvement exists within the white population for career cluster completion. Since the population of all students is predominantly white, strategies identified in the Overall section will become important for all students.

The CDC/SPC and CTE teachers will provide career counseling and advising to those students to encourage secondary placement and advancement in their respective career field of interest

particularly in those nontraditional areas. (5,9)

PROGRAM AREAS

Adequate Yearly Progress to Reach Program Area Benchmark:

Agriculture:

Business, Finance and
Information Technology

Education:

Health Science Education:

Marketing and

Entrepreneurship Education:

Family & Consumer Sciences:

Trade & Industrial:

Career Development:

Technology Engineering and
Design:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance: (F134(b)(2))

(March 2017) The CDC/SPC will review course requirements for economically disadvantaged students who are also taking classes that are nontraditional for their gender and notify teachers if additional support systems will be necessary for student success. The CTE Administrator, CDC/SPC, and CTE teachers will work ongoing with administration, students, and parents to encourage high school completion and utilize CTE as a value-added component as a part of high school curriculum, particularly for students and families struggling economically and will provide relevant examples, counseling, and advisement in underrepresented gender fields. On an on-going basis the CTE team will support students' post-high school employment, education, and life goals through facilitating connections to appropriate internship opportunities, career fairs, college fairs, and scholarship opportunities especially in cases where the program area is nontraditional for that student's respective gender (9, 10, 26).

Jackson County Schools

**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the
NC Department of Public Instruction or the LEA Board of Education.**

**2018 - 2019 LOCAL PLAN
APPLICATION FOR CAREER AND TECHNICAL EDUCATION (CTE)*
STATE/FEDERAL FUNDING**

FISCAL YEAR 2018 - 2019

PART III -- ASSURANCES AND CERTIFICATION

All programs, services and activities administered in through this local plan will be in accord with the assurances listed in Part IV of this application.

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. The Assurances in Part IV will be carried out.

Cover Section

Jackson County Schools	500
Local Education Agency (LEA)	Number

APPROVED BY:

Dr. Kim Elliott	Ken Henke
Superintendent of Schools	Chairperson, Board of Education

This Annual Application, when completed, approved by the local board of education and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This Annual Application is a necessary part of the State Board of Education's accountability to the General Assembly of North Carolina and the US Department of Education.

PREPARED BY:

Angie Dills	828-586-2311 ext. 1954
Director, Career and Technical Education	Telephone Number

Director Submitted (Signature) on:

*Career and Technical Education is the administrative name which encompasses vocational and technical education in North Carolina. In state and federal laws, however, the terms vocational and technical education are used. For the purposes of this plan, these terms are synonymous.

Part III.A -- Local Plan Assurances

These assurances confirm the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local plan. State legal requirements are designated by an (S) and federal requirements (Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270) requirements by an (F).

1. General Administration

- a. 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)
- b. Career and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154.(6) and (7))
- c. 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)
- d. The LEA will provide activities necessary for the proper and efficient performance of its duties under P.L. 109-270 (Perkins IV), including supervision. (F. Section 134)
- e. 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)
- f. The programs in this plan will adhere to the most recent NC Career and Technical Education Standard Course of Study Guide. (S 115C-154)
- g. Nothing in Perkins IV shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, sex, national origin, age, or disability in the provision of federal programs or services. (F. Section 316)
- h. Nothing in Perkins IV 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. 317)

2. Planning/Policy

- a. 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))
- b. The LEA will establish effective programs and procedures to enable informed and effective participation in such programs as are authorized under this title. (F. 135.b.5)
- c. 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))
- d. 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))

3. Fiscal

- a. The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities assisted under this section. (F. 135.d)
- b. 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))
- c. No funds from Perkins IV shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual participate in a career and technical education program. (F. 314)
- d. Funds made available under this act for career and technical education activities shall supplement and not supplant non-federal funds expended to carry out career and technical education and tech prep activities. (F. 311.a)
- e. None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (F. 122.c.12)
- f. No funds under Perkins IV may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this act may be used by such students. (F. 315)

4. Curriculum/Instruction

- a. Career and technical education programs in the LEA are in accordance with the purposes of G.S. 115C-151:
 1. Occupational Skill Development - To prepare individuals for paid or unpaid employment in

- recognized occupations, new occupations, and emerging occupations. (S. 115C-151(1))
2. Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education. (S. 115C-151(2))
 3. Career Development Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151(3))
- b. 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 high demand occupations. (F 122.c.1.(I))
 - c. 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))
 - d. 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)
 - e. Career and technical education programs, services, and activities will be carried out with respect to meeting State adjusted levels of performance. (F. 134(b)(2))
 - f. The LEA will ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies are taught for all other students. (F. 134.b.3.D)
 - g. The LEA will provide students with strong experience in and understanding of all aspects of an industry. ((F. 134.b.3.C (S. 115c-157)
 - h. The LEA will provide a career and technical education program that is of such size, scope, and quality to bring improvement in the quality of career and technical education programs. (F. 135.b.8 and F. 134.b.6)
 - i. The definitions of specific career and technical education program elements are adhered to. (S. 115C-152.(1), (2), (3), (4))
 - j. The LEA will link secondary career and technical education and postsecondary career and technical education, including by offering the relevant elements of at least one career and technical education program of study. (F. 135.b.2)
 - k. The LEA will strengthen the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education programs through a coherent sequence of courses to ensure learning in the core academic and career and technical subjects. (F. 135.b.1)

5. Personnel Development

- a. The LEA will provide professional development programs to teachers, counselors, and administrators (F. 135.b.5), including:
 - (1) Inservice and preservice training on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (F. 135(b)(5)(A)(i))
 - (2) Support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry; and (F. 135(b)(5)(B))
 - (3) Internship programs that provide relevant business experience to teachers(F. 135(b)(5)(C)); and programs designed to train teachers specifically in the use and application of technology to improve instruction. (F. 135(b)(5)(D))
- b. If the LEA uses funds under this Act for inservice and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel, it may, upon request, permit the participation in such programs of career and technical education teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographic area serviced by such agency or recipient. (F. 317)

6. Program Improvement

- a. 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))
- b. 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))
- c. 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))
- d. The LEA will involve parents, students, teachers, representatives of business and industry, labor organizations, and representatives of special populations, as appropriate, in the development, implementation, and evaluation of career and technical education programs authorized under this title. (F. 134.b.5 (S. 115c-71))

- e. 5. The LEA will develop, improve, or expand the use of technology in career and technical education. (F. 135.b.4)
- f. The LEA will initiate, improve, expand, and modernize quality career and technical education programs. (F. 135.b.7)

Part III.B -- 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 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 160-19211). Copies of the regulations may be obtained by contacting the person to which this proposal is submitted.

Before Completing Certification, Read Instructions on Following Pages

- (1) The prospective lower tier participant certifies, by submission of this proposal, 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 proposal.

Name and Title of Authorized Representative:

Angela Dills, Director of Career and Technical Education

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. 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.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal 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.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," 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 proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal 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.
6. The prospective lower tier participant further agrees by submitting this proposal 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.
7. 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.
8. 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.
9. 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 voluntary 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.

Part III.C -- 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.
- (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.

Organization Name:

Jackson County Schools

PR/Award (or Application) Number or Project Name: Carl D. Perkins Career and Technical Education Act of 2006

Name and Title of Authorized Representative:

Angela Dills, Director of Career and Technical Education

Jackson County Schools

**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the
NC Department of Public Instruction or the LEA Board of Education.**

PART IV -- OPTIONAL FORMS

STATE DEPARTMENT OF PUBLIC INSTRUCTION CAREER AND TECHNICAL EDUCATION

FISCAL YEAR 2018 - 2019

Part IV.-- Application for WorkStudy Program

Jackson County Schools	500	
Local Education Agency (LEA)	Number	Submitted Date

The above agency will **NOT** participate in the work-study program at this time.

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.

5. Check the criteria used to determine eligibility to participate in work-study program:

- (a) Family or individuals' annual income are at or below the official poverty line.
- (b) Family or individuals are eligible for free or reduced price lunch.
- (c) Family or individuals are eligible for Aid to Families with Dependent Children or other public assistance.
- (d) Family or individuals are eligible for participation in programs assisted under Title II of JTPA.
- (e) If handicapped; each student also meets disadvantaged criteria (plus 1 or more of (a) - (d)).

6. This application covers the amount of Federal Career Technical Education work-study funds indicated in A. and will serve the students identified in B. below. Funds identified must be shown on program budget 18AA-323-A under Code 100 - Salaries.

A. Federal Funds --

B. Estimated Number of Students Participating

--

7. Identification of Work-Study Supervisor

Name

Title

8. Description of work-study activities:

Career Technical Education State Basic Grants

The [Office of Career, Technical, and Adult Education \(OCTAE\)](#) helps fund Career Technical Education (CTE) through the [Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270](#). Under the Perkins Act, Federal funds are made available to help provide CTE education programs and services to youth and adults. The vast majority of funds appropriated each year under the Perkins Act are awarded in the form of grants to State education agencies. These grants are usually identified as [State Basic Grants](#); funds for these grants are allotted to States (see Allotment Table for the amount your State received for Career and Technical Education) according to a formula based on States' populations in certain age groups and their per capita income.

Only State Boards for CTE are eligible to apply for State Basic Grants. The distribution of funds within a State is directed to priority items established by the State in accordance with an approved State plan for CTE. Eligible recipients for subgrants under the State Basic Grants are local educational agencies and postsecondary institutions; consortia of local educational agencies and postsecondary institutions are eligible for subgrants under the Tech Prep Grants.

The Office of Career, Technical, and Adult Education (OCTAE) issues program memoranda from time to time to guide eligible recipients in their administration of State Basic Grants.

