

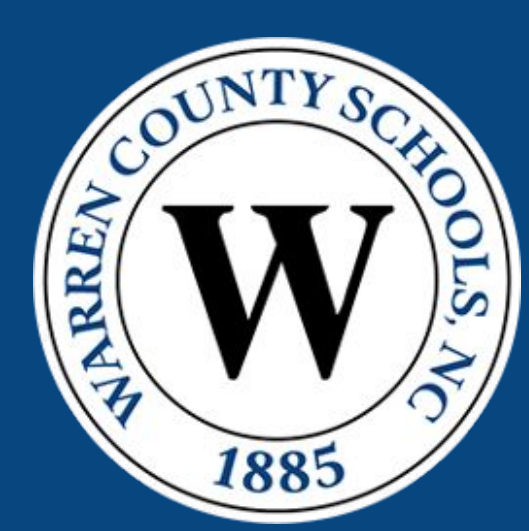


2024-2026
Local Application for
Career & Technical Education
Executive Summary

Warren County Board of Education

May 28, 2024

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Introduction

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- The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Perkins V represents an important opportunity to expand opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value.
- A CTE Concentrator is a student who has successfully completed a Concentrator Course in an approved Career Pathway Program of Study.
- A Concentrator Course is a second or third-level course that builds upon skills acquired in a prerequisite course.
- States are now required to develop two-year plans.
- NC Comprehensive Continuous Improvement Plan (NCCCIP) - CCIP
- Data in this presentation is from the 2022-2023 school year



1S1 Four-Year Graduation Rate

2S1 Academic Proficiency in Reading/ language Arts

2S2 Academic Proficiency in Mathematics

2S3 Academic Proficiency in Science

3S1 Post - Secondary Placement

4S1 Non - Traditional Program Enrollment

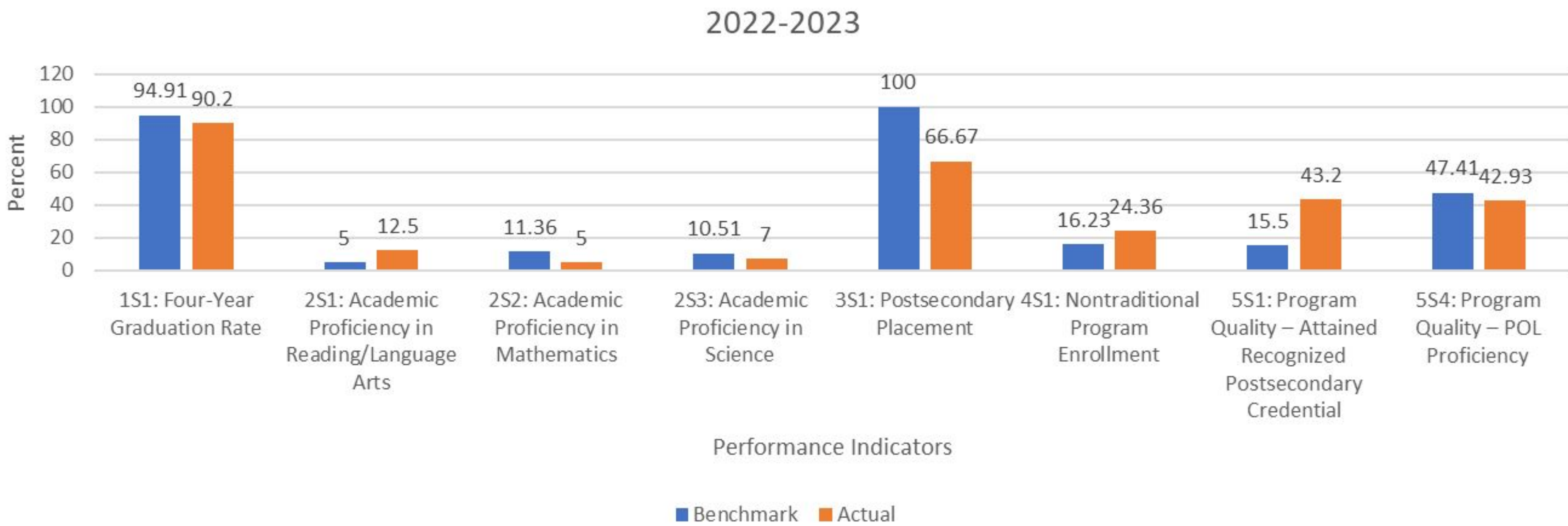
5S1 Program Quality - Attained Recognized Postsecondary
Credential

5S4 Program Quality - Other

Performance Indicator	When is this reported?	Grade level
1S1: Four-Year Graduation Rate	CTE concentrators in year four of when they are expected to graduate.	12
2S1: Academic Proficiency in Reading/Language Arts	CTE concentrators in the reporting year in grade 10	10
2S2: Academic Proficiency in Mathematics	CTE concentrators in the reporting year in grade 11.	11
2S3: Academic Proficiency in Science	CTE concentrators in the reporting year in grade 11.	11
3S1: Postsecondary Placement	One year after CTE concentrators graduate.	12 (from the previous reporting year)
4S1: Non-traditional Program Enrollment	CTE concentrators enrolled in the current reporting year	When students concentrate
5S1: Program Quality – Attained Recognized Postsecondary Credential	CTE concentrators in year four of when they are expected to graduate.	12
5S4: Program Quality – Other	CTE participants enrollment in the current reporting year.	9 - 12

Sub-group	2022-2023			
	Middle Level		High School	
	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count
Total	479	304	532	340
Male	240	156	299	181
Female	239	141	233	159

CTE Concentrators		2022-2023					
		Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Totals
Architecture and Construction	Duplicated	N/A	*	*	*	N/A	*
	Unduplicated	N/A	*	*	*	N/A	*
Arts, Audio/Video Techn and Comm	Duplicated	N/A	*	*	N/A	N/A	*
	Unduplicated	N/A	*	*	N/A	N/A	*
Health Science	Duplicated	N/A	*	*	*	N/A	*
	Unduplicated	N/A	*	*	*	N/A	*
Human Services	Duplicated	*	*	*	11	*	26
	Unduplicated	*	*	*	11	*	25
Totals	Duplicated	*	16	2	15	N/A	55
	Unduplicated	*	16	22	14	N/A	54



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

Warren County Schools extends a comprehensive high school selection program tailored for 8th-grade students. The program's primary focus is on delivering transparent information regarding CTE course offerings and pathways. It encompasses a variety of activities, such as student and parent meetings, tours, and open houses at both Warren County High School and Warren Early College High School, with a deliberate emphasis on showcasing CTE programs. These initiatives aim to empower students and parents to make well-informed decisions about their career paths based on the insights gained during these sessions.

Furthermore, special population students are ensured equitable access to CTE courses. Under the guidance of the school's EC Director and school-level case manager, these students undergo assessments to identify how CTE can effectively cater to their individual needs. This inclusive process involves the implementation of tailored blueprints to accommodate each student's unique requirements, ensuring that they receive appropriate support and opportunities. Additionally, the CTE Leadership Team, school principals, teachers, counselors, and Vance Granville Community College (VGCC) staff provide ongoing guidance and assistance throughout the academic year, particularly emphasizing the scheduling process.



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

Career exploration and career development coursework, activities or services.

Warren County Schools ensures students have access to comprehensive career awareness initiatives. These initiatives, coordinated by the CTE Leadership Team, encompass a range of activities tailored to meet the diverse needs of students. Students participate in Career Day activities each year, featuring guest speakers from various industries to provide insights into different career paths. Additionally, students engage in career exploration surveys to help identify their interests and strengths. Mini-lessons and labs, including the Paxton Patterson Career Ready Lab for middle grades, offer hands-on experiences to enhance students' understanding of potential career pathways. High school students benefit from monthly career awareness opportunities, which include partnerships with local and county government entities. Moreover, the regional workforce development board hosts workshops and job fairs to provide additional career exploration and skill development avenues. These initiatives collectively ensure that all students have the resources and support to make informed decisions about their future careers.



Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations, as determined by the comprehensive local needs assessment.

According to the local needs assessment, Warren County Schools will ensure that career information on employment opportunities is consistent with the most recent insights into high-skill, high-wage, and in-demand industry sectors or occupations. In achieving this, the district will leverage the expertise of CTE Business Advisory Council members, community leaders, and entrepreneurs. Students can access online career development tools such as O-NET, the Star Jobs report, and the College Foundation of North Carolina (CFNC), etc., which provide the latest information on high-demand occupations. Platforms to include, but not limited to, Xello, Pathful, and Conover will engage the students and equip them with essential soft skills for the workforce.

Furthermore, the district will actively promote and facilitate opportunities for students to earn industry-recognized credentials, enhancing their competitiveness in the job market. Networking and outreach efforts will be intensified to increase stakeholder engagement, including participation in community events and activities. WCS partnerships will be increased to facilitate student job shadowing opportunities, providing invaluable real-world experience.

By incorporating these strategies, the district ensures students are equipped with the most relevant and current information to make informed decisions about their future education and career paths in alignment with the evolving needs of the local workforce.



Provide career exploration and career development through a systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study.

Warren County Schools implement a comprehensive approach to career exploration and development for students, including those in middle grades, by leveraging multiple resources. Xello facilitates the creation of career development plans, guiding students through informed decision-making processes. Pathful serves as an integrated workforce readiness system, integrating college and career readiness components, work-based learning opportunities, and employability platforms with content tailored to students' progression through school. The Paxton Patterson Career Ready Lab specifically caters to middle grades, offering hands-on experiences to enhance students' comprehension of potential career pathways. Additionally, Conover provides research-based assessments and personalized skill-building exercises to cultivate essential soft skills crucial for success in any field. The iCEV supplement curriculum ensures alignment with industry standards, while zSpace learning stations offer immersive and interactive educational experiences tailored to the needs of tomorrow's workforce. Together, these resources empower all students within the district to make informed decisions regarding their future career paths.



Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency

WCS CTE staff will meet with the CTE Business Advisory Council (BAC) in addition to other stakeholders to gain external support for courses. The BAC will be a resource for networking and recruiting volunteers to serve as guest speakers. The CTE leadership team will collaborate with WIOA representatives and the CTE Business Advisory Council members to provide resources for all CTE special population categories to improve employability skills (i.e., reading, language arts, and science scores). Enhancing instruction quality is the goal of the collaboration between the EC department, CTE teacher, and CTE Coordinator as they implement a modified blueprint from the OCS program for student learning. The CTE leadership team will work with the VGCC to promote CCP courses for WCS students. We will also communicate with other colleges and universities in the region to learn about programs and activities that they offer that might help us prepare students from special populations for in-demand occupations.



Prepare CTE participants for non-traditional fields

To prepare Career and Technical Education (CTE) participants for non-traditional fields, WCS adopts a comprehensive approach to fostering exploration, engagement, and support. Students gain exposure to various non-traditional career paths through workshops, presentations, career fairs, and success stories that motivate and inspire them. Inclusive learning environments are cultivated, accommodating diverse learning styles and needs, including those of students with disabilities, with additional support resources provided as necessary. Community engagement is essential, made possible by invited speakers from non-traditional fields, field trips, and collaborations with nearby businesses that offer first hand exposure and internships or job shadowing opportunities. Role models and mentors, including non-traditional teachers and industry professionals, guide students through mentorship programs, while curriculum development ensures relevant, hands-on learning experiences. Continuous evaluation and improvement processes allow for the refinement of program offerings based on stakeholder feedback, ultimately empowering CTE participants to explore, pursue, and excel in non-traditional fields, broadening their career horizons and enhancing their prospects.

Provide equal access for special populations to CTE courses, programs, and programs of study

Special population students will have a fair opportunity to take CTE courses. They will receive guidance from the school's EC Director and school-level case manager. They will assess students and determine how CTE can best serve each student to meet their needs. This process will include implementing modified blueprints to meet each student's individual needs. The Exceptional Children's Department will work with the CTE Leadership Team and school administration to develop the appropriate instructional plan for special population students.



Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

Members of special populations will not face discrimination based on their status. The district ensures this by adhering to Individualized Education Plans (IEPs), which facilitate teaching and learning according to modified blueprints and accommodation requests. Additionally, robust support systems are in place, including professional development opportunities and regular check-in meetings involving teachers, case managers, parents, and directors of EC/CTE. These measures ensure that students with special needs receive the necessary support and accommodations to thrive academically, fostering an inclusive and equitable learning environment.

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

We partner with Vance Granville Community College to provide opportunities for students to gain post-secondary credit while attending high school. Students can complete certificate and diploma programs before graduating from high school. Students will be better prepared for career opportunities within their career pathway. These Career and College Promise programs provide fair and equitable access for all students. Due to our district's reduced average daily membership, our option to offer articulated credit for CTE programs has been replaced with students completing the college courses onsite or online through the VGCC. WCS provides post-secondary courses in its three Warren County High School career academies. Students can take these certificate and diploma courses on the Warren campus of VGCC. Certificate programs in Cosmetology, Nurse Aide, Business Management, Carpentry, and the Pharmacy Tech Diploma program are available to our students. Parents and students are made aware of these opportunities through the district website and printed guides developed by the district. Eligible students in the 11th and 12th grades complete the application for these programs with support from the CTE Leadership Team and VGCC College Career and College Promise Advisor. The WCS CTE CDC and the VGCC staff provide weekly support and monitoring. Upon completion of the certificate and diploma programs, special awards ceremonies are conducted to recognize each student's accomplishments and present them with their certificate or diploma. In addition, VGCC has started an initiative for every senior to be accepted into college starting with the 2024 Senior class.



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

We search for grants and alternative funding sources to provide supplemental pay for teacher shortages in high-demand career and technical education areas. We are looking to hire adjunct teachers in hard-to-staff CTE programs. The teacher salaries/supplement in high-demand CTE areas (in Warren County) are significantly lower than business and industry-related occupations. The CTE Leadership Team will work with the Warren County Schools Human Resources Officer and other local employers to determine competitive salaries for these areas. The district will provide paid professional development opportunities (i.e., CTE Summer Conference, iCEV training, NCCER training, ServSafe Training, Ice House Entrepreneurship Program) through locally developed and state and regional sponsored sessions and conferences. The CTE Leadership Team will search, locate, and complete grants to obtain this funding. This team will also consult with local and regional employers to determine funding levels needed to be competitive in the high-demand areas. The CTE Leadership team will search for grants to obtain the required funding. The team will recommend a supplemental pay plan to the district based on the comparable salaries of the area employers.



Estimated (Planning) Allotment - State, Federal

	FY 2024-25 Estimated Allotment	2023-2024	Difference
PRC 013 (Months of Employment)	123	129	-6
PRC 014	\$35,898.70	\$37439.00	-\$1,540.30
PRC 017	\$57,783.00	\$57,783.00	-\$0.00

Months of Employment Grant (PRC 13)

Total Months of
Employment Allotment:
123- Anticipated

School	Name	Fund	Budget Code	Level Code	Program Area	% Emp.	Alloted Months Employment
354	Taylor, Porando	V	1-5120-013-131-354	2	CDC	100	10
	Brown, James	V	1-5120-037-121-354	2	BE	100	10
	Vacant	V	1-5120-013-121-354	2	BE	100	10
	Shirley, Marvin	V	1-5120-013-121-355	2	T & I	100	10
352	Perry, Bridget	V	1-5120-013-121-352	2	FACS	100	10
	Hayes, Kortney	V	1-5120-013-121-352	2	AG	100	12
	Vacant	V	1-5120-037-121-352	2	HS	100	10
	Morgan, Kemar	V	1-5120-037-124-352	2	T & I	100	10
	Jimenez, Marie	V	1-5120-013-121-352	2	BE	100	10
	Turrentine, Wakisha	V	1-5120-037-121-352	2	BE	100	10
000	Jordan, Pamela	V	1-5120-037-131-352	2	CDC	100	10
	Perry, Odessa	V	1-5120-013-131-352	2	CIMC	100	10
					Total Used		122
					Initial Allotment		123
					Charter School		
					ABC Transfers		
					Restart Transfers		
					Remaining Balance		1



State Support Grant (PRC 014)

Planning Allotment

Account	Description	Budget Amount
1.5120.014.311.000.000.00	Workshop Expenses	\$13,294.00
1.5120.014.311.000.000.00	Workshop Expenses	\$13,294.00
3.5120.017.411.000.000.00	Instructional Supplies	\$21,019.00
3.5120.017.418.000.000.00	Computer Software/ Supplies	\$19,381.00
TOTAL ALLOTMENT		\$53,694.00



State Support Grant (PRC 014)

Account	Description	Budget Amount
1.5120.014.311	Contracted Services	\$2,000.00
1.5120.014.312	Workshop Expenses	\$7,500.00
1.5120.014.319	Other Professional/Technical Contract Services	\$3,000.00
1.5120.014.411	Instructional Supplies	\$10,398.70
1.5120.014.418	Computer Software/ Supplies	\$13,000.00
TOTAL ALLOTMENT		\$35,898.70



Perkins Federal Grant (PRC 17)

Account	Description	Budget Amount
3.5120.017.312	Workshop Expenses	\$15,211.00
3.5120.017.411	Instructional Supplies	\$24,246.75
3.5120.017.418	Computer Software/ Supplies	\$17,325.25
3.5120.017.422	Repairs parts, materials, & related labor	\$1,000.00
TOTAL ALLOTMENT		\$57,783.00



Questions