

Career and Technical Education

Local Application System

Department of Public Instruction

Thomasville City 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

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.

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

This section should provide basic information on:

1. Describe how funds received under this title will be used to support career and technical education programs that are of sufficient size, scope and quality to be effective. Address each of the six required uses of funds in this section. Include budget alignment information.
Our district goals for Career and Technical Education (CTE) programs in Thomasville City Schools (TCS) continues to focus on the development of students' abilities, skills, and knowledge so that they are equipped to enter post-secondary studies and to meet business/industry skills gap needs in our Region. It is also the goal of TCS to help students obtain industry-recognized credentials and increase our student pathway completers while also incorporating employable "soft skills" through classroom instruction. We are working on enhancing work based learning opportunities and increasing our Business/Industry partnerships. Working with district administration team and Business Advisory Council, we have secured a Golden LEAF Grant to further support our efforts in providing additional opportunities for our students through Advanced Manufacturing and STEM programs to meet industry and workforce development needs in our area. As we continuously evaluate all CTE courses and pathway offerings the district goal is to strengthen the CTE program over the next five years.

Thomasville City Schools has one High School and one Middle School offering CTE courses. All staff are appropriately licensed with oversight by a central office administrator along with a school-based Career Development Coordinator/Special Populations/Instructional Management Coordinator (CDC/SPC/IMC).

The CTE Program Requirements will be met in the following manner:

1. **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;**

Students are supported by CTE Teachers in completing personal reflections about career choices within their CTE courses at the middle school and, begin to explore career interest by making connections between the academic subjects as they relate to the workforce by utilizing Virtual Job Shadowing software purchased by CTE funds. Our focus for this year is to provide an opportunity

for each student, with the help of the counselor and CDC/SPC/IMC, to complete career interest inventories during middle school in order to better prepare them in their choice of high school programs of study that correlates to their interest. We work to enhance students' career development by exposing them to career options during Middle and High School Career Fairs. Middle school students tour the high school CTE departments to get a better understanding of course offerings. Counselors work with students' individually and whole classroom settings exploring career options and administering career exploration assessments. Our plan is to have students review their interest inventories as they enter high school and with the assistance of CDC/SPC/IMC and counselors use this as a guide to develop a Career Development Plan. Communities In Schools partners with CTE to assist students in career awareness opportunities such as job shadowing, tours and college visits and career fairs.

2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals

The CTE Director and CDC/SPC/IMC will support the professional development of all CTE teachers by providing and opportunities for teachers to improve their skills and increase their program area knowledge. All school staff are expected to participate in Professional Learning Communities (PLC) meetings weekly to share data, best practices and strategies. All CTE staff are encouraged to attend the annual CTE Summer Conference, which are supported by CTE funds. We collaborate with neighboring school systems to offer local training based on needs and as a means to provide opportunities for teachers, administrators, counselors and support staff to visit local business/industry sites. Participate in other NCDPI training opportunities is encouraged and supported by CTE funds. CTE Teachers also participate in district-wide professional development days scheduled by Thomasville City School District leadership. District-wide professional development includes topics that are relevant for all teachers such as Canvas, Digital Literacy, Gradual Release, Multi-Tiered System of Support (MTSS) and Positive Behavior Intervention Supports (PBIS). CTE funds are also provided for CTE staff to attend appropriate conferences and workshops to enhance their professional development. Teachers are supported and encouraged to be presenters at their program specific workshops and conferences.

3. Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

Career and Technical Education are integral parts of the curriculum at Thomasville High School and Thomasville Middle School. CTE will continue to demonstrate that "relevance, rigor and relationships' can contribute to increasing skill sets needed for high skills and in-demand occupations.

Thomasville Middle School, which serves grades 6-8 provides opportunities for career exploratory, career planning, and preparation for future education for students. The focus is to provide rigorous and relevant opportunities in a variety of subject areas so each student can explore various program areas to determine what career path best meets his/her interests and skill set. The Middle School has four teachers who provide instruction in Career Exploration, Family and Consumer Sciences, Business/Computer Skills, and Technology/STEM.

Thomasville High School provides courses in six program areas including Business, Marketing, Family and Consumer Science, Health Science, Trade & Industrial Education, and Technology. These course offerings provide a rigorous scope and sequence which allows students to experience a high level of achievement within their program areas. TCS will be expanding CTE programs to offer Advanced Manufacturing courses supported and based on our industry partners and advisory council research and workforce needs. Students are also encouraged to participate in

work-based learning experiences through job shadowing, internships, and cooperative learning. We will expand on the opportunity to provide apprenticeships through the partnership with industry and participation in the Davidson Davie Apprenticeship Consortium along with Davidson County Community College.

Thomasville City Schools in partnership with the area school systems, Davidson Works and Thomasville City School Business Advisory Council reviews local workforce development data to stay abreast of local industry needs. Opportunities for credential attainment are embedded into the coursework. Credential opportunities include CPR, CNA, Serve Safe, EverFI, Microsoft Office, NCCER, First Aid, and Career Readiness (WorkKeys). Throughout the year, both high school and middle school will have industry guest share with our students, industry job outlooks and opportunities. Career and Technical Education seeks to increase opportunities for students to take various field trips to gain first-hand experience in the working environments of local business/industry as well as visit community college to see program offerings. We also work with our local community college to match students with Career and College Promise course offerings to assist them with attaining skills necessary for high-wage and in-demand industry sectors and occupations.

4. Support integration of academic skills into career and technical education programs and programs of study;

Each school year, the CTE director, IMC and CTE staff meet to review curriculum updates and the most recent assessment data. CTE staff work collaboratively with curriculum facilitators and instructional coaches to implement instructional best practices and strategies to incorporate academic skills into all classes including CTE classes. Teachers attend school and district-wide professional development that focus on academic instruction with the expectation of integrating reading, writing and math in their instruction. Teachers are encouraged to incorporate literacy and math concepts as it relates to workplace skills. Teachers use Professional Learning Communities to collaborate and share best instructional practices as it pertains to integrating academic skills into the CTE classroom. CTE teachers are encouraged to work collaboratively with academic core teachers to develop cross curricula activities and projects.

5. Plan and carryout elements that support implementation of CTE programs and programs of study that result in increasing student achievement of the local levels of performance,

All CTE teachers are provided with access to curriculum resources such as their course blueprints. Teachers have access to curriculum items and resources through their program Moodle sites. CTE teachers and students have access to up to date computer equipment and software, which is readily accessible to all CTE classes to support all program areas. Every classroom is equipped with interactive whiteboards and projectors. Classes are also equipped with updated and interactive software. CTE funds are used to support supplemental instructional resources to enhance student achievement. As our district continues to add STEM and Advanced Manufacturing CTE programs, we will need to purchase new equipment and resources as funding allocations allow.

Thomasville City Schools also works collaboratively with Davidson County Community College for students to participate in Career and College Promise opportunities. Some of programs of study include Emergency Medical Science, Automotive Systems Technology, Nurse Aide, Certified Nursing Assistant, Esthetics, Criminal Justice Technology, Heavy Equipment Transport Technology and Electronic Engineering Technology. Students will receive high school and community college credit once the course work is successfully completed. The Career & College Promise program allows students to earn college credit transferable to all UNC System Institutions as well as several of NC's Independent Colleges and Universities, credentials,

certificates or diplomas in a technical career.**6. Develop and implement evaluations of the activities funded by Perkins V, including evaluations to complete the local comprehensive needs assessment.**

All summative assessment data and trend reports will be monitored to determine opportunities for growth, student success and course enrollment. The CTE director and IMC/CDC/SPC will collaborate with CTE staff to increase the quality of the program pathways. Career and Technical Education programs are under an ongoing evaluation process with the input of the Thomasville City School Business Advisory Council and district leadership. As labor market data and student interest continue to change, so will the needs of program offerings to meet those needs. Surveys of students, staff and business community partners will be used as part of the evaluation process.

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

We currently do not offer automotive courses at the high school. Courses are offered to high school students through Davidson County Community College Career and College Promise program..

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

<u>*Grade Level</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
6-8	474	1,337	1,162	515	555
9-12	513	893	960	919	1,032
* 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>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Nontraditional	260		258	243	245
Academically Disadvantaged			410	392	423
Economically Disadvantaged	1,009		921	915	1,038
English Learner	57		35	37	50
Single Parents	12		14	7	14
Exceptional Children	52		70	75	107
Duplicated Count Totals	1,390		1,708	1,669	1,877

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

American Indian or Alaska Native	2		2	2	0
Asian	14		9	5	8
Black or African American	519		422	402	471
Hispanic/Latino	332		277	262	313

Native Hawaiian or Pacific Islander		0	0	0
White	263	188	190	199
Two or More Races	64	61	57	48
<u>Gender</u>				
Male	540	489	459	508
Female	654	470	459	531
<u>Other</u>				
Migrant	0	0	0	0

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

Thomasville is located in Davidson County in the Piedmont area of North Carolina. Greensboro and Winston-Salem are within a 30 minute drive of Thomasville.

Demographics:

Thomasville Population: 26,901

Thomasville Estimated median household income: \$38,181

Thomasville Median resident age: 39.4 years

Thomasville Poverty rate: 20.1%

Thomasville City Unemployment rate: 4.8%

Top Ten Employers in Davidson County:

Davidson County Schools

Davidson County

Atrium Windows And Doors Inc.

Old Dominion Freight Line Inc.

Bradley Personnel Inc.

Wal-Mart Associates Inc.

Food Lion

Davidson County Community College

Jeld-Wen Doors

Wake Forest Baptist Health

For more information, go to:

<http://www.davidsoncountyedc.com/>

<https://d4.nccommerce.com/>

<https://data.bls.gov/cgi-bin/dsrv>

<https://davidsonworks.org/>

<http://www.thomasvillechamber.net>

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

Urban

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:

Thomasville City Schools along with neighboring school systems are continuing efforts on Career Pathway development in collaboration with Davidson Works. An area of work is on certification of a Transportation/Trucking certified career pathway with Thomasville City Schools, Davidson County Schools, Davie County Schools, and Lexington City Schools in collaboration with Davidson County Community College is in a continuing process. Pathway work includes an addition of Advanced Manufacturing pathway offerings. Stakeholders meet on an ongoing basis to provide input on pathway improvement work. New programs, such as middle school Project Lead the Way and STEM programs have been implemented and will be part of a continuing review process as advisory board recommendations and labor market information dictates. Continuous collaborative work with partners has been the primary source of information for the decisions to expand and revise any of TCS's Career Pathways.

Thomasville City Schools promotes continuation of studies beyond high school by participating in the "Career & College Promise" program through Davidson County Community College. Programs of study include: Computer Integrated Machining, Automotive Systems Technology, Criminal Justice Technology, Heavy Equipment Transport Technology and Electronic Engineering Technology. Students will receive high school and community college credit once the course work is successfully completed. The Career & College Promise program allows students to earn both high school and college credit.

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

CTE staff, teachers, and counselors will continue to review interest inventories better inform students to the relevance of school coursework, work-based learning opportunities, and career interests to post-secondary training and future careers. We will continue Community College tours by students and staff to enhance awareness and knowledge of local training options. One on one registration sessions by the CDC/IMC/SPC, and counselors will continue to best support students in transitioning future training and educational opportunities. Eighth grade student tours of High School CTE classrooms and interaction with CTE students in the classrooms enhance middle school student knowledge of their course options at the High School level. The High School annual Career/College Fair helps students to learn more about local career options and post-secondary training available locally. Early career awareness is the objective for the middle school Career Fair as well as the Primary School Career Fair supported by the CTE high school students who present their career pathway programs to the elementary students. Counselors and CDC/IMC/SPC meet one on one with students during high school registration each spring to inform and guide student course selections to align with their future career and college plans. The CDC/IMC/SPC and school counselors work collaboratively in developing career interest inventories and assisting students in choosing career pathway programs of study. Regular meetings with community college representatives provide opportunities for students to become more aware of programs available at the community college level.

- 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

Thomasville city Schools has partnered with Davidson County Community College to further enhance our CTE programs including Health Information Technology, Nursing Assistant and an Advanced Manufacturing program of study. We will continue our efforts with Davidson Works, neighboring school districts, the community college and local business to develop a Trucking/Logistics certified pathway.

Attachments

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

Thomasville City Schools has created a Business Advisory Council which meets at least twice a year providing guidance in industry and business needs. Thomasville City Schools also partners with several community agencies and the Piedmont Triad Regional agencies to guide and inform CTE. The Special Populations coordinator works closely with the Davidson Works “Get Ready” program which provides special populations students with work experience to connect to work or community college classes.

Thomasville City Schools partners with Davidson County and Lexington City Schools to provide an Advisory Board for Davidson County Trade and Industrial programs. Thomasville High Schools Construction program is part of this NCCER (National Center for Construction Education and Research) Advisory Board which meets a couple of times each year to provide input, visit classes/labs, and assist with program audits.

Thomasville City Schools also collaborates with Davidson County Community College by participating in several Advisory Board Meetings. The district participates on the Workforce Development Board, NC Works Youth Council and the Davidson Davie County Apprenticeship Consortium.

- 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.

Students*

Business Advisors*

Labor*

Teachers*

Special Populations Reps*

Parents*

The CTE Director, IMC/CDC/SPC seek involvement of key customer groups throughout the year in the form of informal and formal meetings. These meetings provide necessary feedback to support program changes and improvements. Stakeholders that provide feedback include but are not limited to: Thomasville City Schools District Leadership team, school level administrators, CTE staff, school counselors, students, local workforce development agencies (Youth Council, Davidson Works), CTE Business Advisory Council and local business and industry partners and community organizations.

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

The CTE Director, IMC/CDC/SPC are guided by the LPS, CTE EOC and benchmark data, WorkKeys and EVAAS. This data will be used to guide work with teachers, staff development, and for program evaluation purposes. Industry trends and workforce data shared during the Advisory Meetings will also be used to evaluate CTE programs to plan improvement strategies. The Evaluation Assessment tool will be utilized to provide insight into performance and program improvement needs.

4. CTE’s size and location(s).

See individual school reports provided via PowerSchool

5. IDescribe 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.

Thomasville City Schools continues to work toward recruitment of quality, qualified teachers although there is a great deal of competition from neighboring larger systems which are able to provide larger salary supplements. In its favor, Thomasville is in a position to provide a personal touch for new teachers due to its size. Thomasville City School's CTE Director participates in recruiting fairs for the district to find quality CTE applicants. Beginning and lateral entry teachers are assigned a mentor to help them acclimate to their new role. State and Federal CTE funds are available to provide needed staff development.

Locally provided training each August focuses on opportunities for growth by analyzing test data to guide lesson prep modification. Industry tours are incorporated into local professional development to enhance teacher knowledge of local workforce needs. The district provides ongoing prescriptive professional development throughout the school year.

The CTE Director is fully committed to support all CTE teachers to attend Summer Conference and other professional development that NCDPI sponsors. Professional development is the foundation for our teachers' success so much that we continue our collaborative professional development with Lexington City schools one week in the summer. Teachers are also supported and encourage to participate in program specific professional development offered outside of the district.

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 performance requirements.

See See Part II, Performance for federal Perkins IV performance requirements. , for College Tech Prep performance requirements. for College Tech Prep performance requirements.

For College Tech Prep performance requirements.

Thomasville City Schools (TCS) partners with Davidson County Community College (DCCC). The partnership includes:

- *Monthly meetings between TCS, DCCC, and the three partnership school districts.**
- *Career and College Promise classes on the DCCC campus**
- *Pathways to Prosperity grant collaboration**
- *DCCC provides speakers/presenters for Career Fairs, classroom presentations, parent presentations, and campus tours**
- *DCCC Career Expos for: Health, Wellness & Public Safety programs and Business, Computers & Manufacturing programs**

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.
 - 1. Thomasville City Schools Board of Education**
 - 2. Department of Public Instruction**
 - 3. Davidson County Community College**
 - 4. Parents**
 - 5. Teachers/Counselors/Administrators**
 - 6. Industry Consultants**
 - 7. Educational Vendors**
 - 8. Thomasville City Council**
 - 9. Thomasville Area Chamber of Commerce**
 - 10. Davidson Works**
 - 1. Communities in Schools**
 - 12. County Commissioners**
 - 13. Local Business and Industries**
 - 14. Wake Forest Baptist Medical Center**
 - 15. State Board of Education**
 - 16. Lexington City Schools**
 - 17. Davidson County Schools**
 - 18. NCCER - Trade and Industry Advisory Council**
 - 19. TCS Business Advisory Council**
 - 20. Thomasville Community Organizations**
 - 21. High Performance Manufacturing Associations**
 - 22. Davidson Davie County Apprenticeship Consortium**
2. Describe any limitations, special relationships, or special requirements that may exist with some suppliers and partners.

These suppliers provide financial and advisory resources, moral support, workforce outlook and trend data, internship/clinical experiences, services, and materials which guide, enhance, and validate our programs which are appropriate for CTE programs. Time to interact with these groups is sometimes a limitation.

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)

‡ **CTE staff participates in local training during the summer as well as during the school year to enhance integration of proven, successful instructional strategies. Field Trips to industry as well as local colleges are encouraged to enhance staff and student understanding of the work environments, the skills required in specific career fields, and availability of post-secondary training in our area.**

Workkeys prep sessions are conducted by the IMC/CDC/SPC to enhance student preparation for the test. CTE Funds will used to support software and equipment needs.
2. Describe changes taking place that affect performance and success.
 - a. Growth or declines in enrollments (Specify):

Although our overall district enrollment has been effected by charter schools an homeschool options in our area, our CTE enrollment has shown a slight increase and remains fairly stable.

The addition of the Advanced Manufacturing program and STEM initiatives supports our efforts and expectations of increasing enrollment in our CTE courses.

b. New equipment?

Equipment is updated in programs as needed when funding allows. During the upcoming school year our plan includes updating computer labs at the High School and middle school and purchase equipment needed for the Advanced Manufacturing Program. Purchase equipment to support the STEM and Project Lead the Way curriculum at the middle school.

We continue to replace tools and equipment in our construction classes as needed.

c. New technologies?

Updates in instructional software are made as directed by State CTE leadership.

Business class computer labs are replaced on a rotating basis to maintain up to date technology capabilities for all CTE classes.

Student response technology is used to enhance teacher ability to track objectives requiring re-teaching

We continue to update computer labs as needed and software per state guidelines.

d. Funding?

CTE funding is received through PRC 013, PRC 014, and PRC 017. Increasing costs of software and equipment is becoming a challenge to maintain while state and federal funding remains static or decreases. Expenses include consumable items, new and replacement equipment, and software. We will continue to provide teachers with necessary materials, equipment and upgrades needed for their programs.

e. Labor market?

Unemployment is 4.8% in Thomasville City and has changed slightly over the past year. Davidson County's economy continues to recover from large furniture manufacturing layoffs. There is a continued need for high skill workers. However, it remains challenging to encourage some students to apply themselves toward higher skill educational and occupational goals even in the face of current unemployment rates. Thomasville City School is forming a partnership with business and industry to provide needed soft skills training and awareness for students. Through intense career guidance and increased participation in CCP programs at our local Community College, we hope to provide students with the needed resources and skill development to become productive citizens in our community making a living wage. CTE in Thomasville will continue to stay abreast of the labor market and adjust curriculum and instruction to meet the needs of post-secondary education and the workforce.

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

Thomasville City Schools Affinity Group

1S1-Lang Art/Reading – Thomasville City 22.9% - Polk 54.3%

1S2-Math – Thomasville City 35.7% - Polk 69.6%

2S1-Technical Attainment - Thomasville City 67.4% - Polk 92.2%

3S1-Secondary Completion - Thomasville City 98.6% - Polk 100%

4S1-Graduation Rate - Thomasville City 97% - Polk 100%

5S1-Secondary Placement - Thomasville City 94.2% - Polk 96.1%

6S1-Nontraditional Participation - Thomasville City 33.2% - Clinton 30.7%

6S2-Nontraditional Completion - Clinton 44.4%

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 III *Assurances and Certifications*

2. Describe major new thrusts for CTE.

- a. In your locality?

Surveying students to determine interest in additional course offerings. Introduction of CTE/STEM concepts and upcoming Advanced Manufacturing course options. Also the implementation of Project Lead the Way at the middle school.

- b. In the state? CTE Post-Assessments in the ABCs, for instance, if and when it happens. Others?

**Credit by Demonstrated Mastery and Honors Portfolios
Career Readiness Certificates earned for WorkKeys
Teacher bonus pay for student credential attainment
Apprenticeships**

3. Describe how your district provides Career and Technical Education students with the following:

- 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..

Building partnerships and alliances is a major component of the CTE program. We continue to seek out new partnerships that will strengthen the program. Each year Thomasville High School sponsors a career fair with representation from a cross-section of industries that students have the opportunity to talk with. Students also participate in field trips and internships. Partnerships formed through our Business Advisory Council has provided us with opportunities to provide internships, job shadowing and apprenticeship options.

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

Thomasville City Schools continues to provide the highest degree of rigor and expectation for all courses. Students in Thomasville City Schools are encouraged to graduate with a clusters/pathway and CTE is included as one of the clusters/pathway. This is in effort to encourage students to graduate career and college ready. The publications, "Bulldogs Work" and "News of the Nation" reinforces this expectation and is updated and shared with staff and community partners monthly.

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

Collaboration among all staff, including but not limited to, CTE teachers, core academic teachers, CDC, Academically Gifted Specialist and guidance counselor's as well as parents/guardians ensures that students are made aware of the most rigorous courses in which to enroll in order to best meet their personal educational goals. Thomasville students are encouraged to enroll in honors and AP level core academics courses and/or to take advantage

of the community college cooperative high school program offered through Career and College Promise. The publication, "News of the Nation" reinforces these expectations.

4. Describe how special populations will not be discriminated against on the basis of their special population status.

Thomasville City Schools allows students to enroll in courses of their choice regardless of their race, ethnicity, gender or their special population status. Students may be counseled on the nature of the rigor with the course, but have every opportunity to be a part of the class. CTE teachers work with the CDC/SPC/IMC and the CTE staff to ensure that economically disadvantaged students are provided with materials to guide success. The Special Populations Coordinator works with school personnel to ensure that every student who desires to participate in a CTE program has the opportunity and any needed support to ensure their success.

5. Describe how CTE funds will be used to promote preparation for Non-traditional fields.

Thomasville City Schools promotes participation in Non-traditional career fields in a variety of ways including posters featuring non-traditional participation in hallways and classrooms and photos in CTE publications. Attention is paid to inviting career fair representatives and classroom guest speakers who represent non-traditional fields.

Thomasville City Schools

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PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator One (1S1) – Academic Attainment – Reading/Language Arts. (Perkins V: 2S1 Academic Proficiency in Reading/Language Arts)

Scores									
<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</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	53.5	36.3	37.3	39.7	38.3	22.9	39.3		40.3
Special Populations	49.4	36.3	37.3	39.7	38.3	22.9	39.3		40.3
Nontraditional		30.2	31.2	50.0	32.2	21.4	33.2		34.2
Academically Disadv.	23.6	12.5	13.5	18.2	14.5	4.8	15.5		16.5
Economically Disadv.	54.7	36.3	37.3	39.7	38.3	23.5	39.3		40.3
English Learner						.0	.0		1.0
Exceptional Children						.0	.0		1.0
ESSA Categories									
Racial & Ethnic									
American Indian or Alaska Native									
Asian		100.0	100.0		100.0		100.0		100.0
Black or African American	49.3	33.3	34.3	36.4	35.3	23.9	36.3		37.3
Hispanic/Latino	44.4	46.4	47.4	33.3	48.4	27.3	49.4		50.4
Native Hawaiian or Other Pacific Islander									
White	67.6	25.0	26.0	33.3	27.0	25.0	28.0		29.0
Two or More Races	73.1	25.0	26.0	83.3	27.0	.0	28.0		29.0
Gender									
Male	43.0	25.6	26.6	37.5	27.6	24.2	28.6		29.6
Female	64.4	45.8	46.8	41.9	47.8	21.6	48.8		49.8
Other									
Migrant									

<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</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										
Architecture and Construction		.0	1.0	100.0	100.0		100.0		8.4	
Arts, Audio/Video Technology and Communications		22.2	23.2	.0	24.2	16.7	25.2		26.2	
Business Management and Administration	58.6	42.1	43.1	54.2	44.1	21.4	45.1		46.1	
Education and Training										
Finance										
Government and Public Administration										
Hospitality and Tourism	76.8	28.6	29.6	25.0	30.6	15.4	31.6		32.6	
Human Services	42.9	42.9	43.9		44.9		47.3		48.6	
Information and Technology		31.4	32.4	54.5	33.4	30.8	34.4		35.4	
Law, Public Safety, Corrections and Security										
Manufacturing										
Marketing, Sales and Service				.0	.0	37.5	1.0		2.0	
Health Science	100.0	58.8	59.8	37.5	60.8	27.8	61.8		62.8	
Science, Technology, Engineering and Mathematics										
Transportation Distribution and Logistics	100.0		100.0	100.0	100.0		100.0		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# 1S1. Academic Attainment - Reading/ Language Arts

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall
Benchmark: 16.4

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:

OVERALL NARRATIVE

(2/2/2019) Literacy continues to be a district focus in the Thomasville City Schools System due to an increased need to better prepare students to read, write, and comprehend as they prepare for the post-secondary education and careers. A variety of methods to promote literacy have been introduced

within Career and Technical Education. Literacy coaches have been employed to provide professional development and training for teachers and staff with a framework approved by senior leadership.

CTE teachers will continue to incorporate Literacy Standards into their instruction along with their academic colleagues based on participation in district literacy training at their respective schools held monthly. CTE teachers will work collaboratively during Professional Learning Communities (PLC) meetings once a week to create activities and strategies that are related to their standards and incorporate into daily lesson plans in order to meet performance levels in reading and language arts. They will also have the opportunity to extend their instructional knowledge by utilizing resources from CTE Moodle, CTE Summer Conference and other courses/conference throughout the year. CTE teachers are required to use weekly reading activities in their lesson plans that apply career and technical skills to make real world connections. CTE Director will provide training in our annual August CTE Workshop to continue professional development to integrate various reading/language arts strategies into the classroom lessons in collaboration with neighboring district.

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations
Benchmark: 16.4

Adequate Yearly Progress to Reach Subgroup Benchmark:

Nontraditional:	11.8
Academically Disadvantaged:	10.7
Economically Disadvantaged:	15.8
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:

(02/2/2019) The IMC/SPC/CDC will share information about all special population students who are not proficient in English/Language Arts as measured by the state 8th grade EOG test in Reading. This information will be used by classroom teachers to provide support strategies in English/Language Arts based assignments. Support will include various reading strategies, but not limited to peer editing for writing assignments, graphic organizer, and structured content-based research activities. Teachers will also use reading strategies learned from the CTE August Workshop. The use of various strategies will be agenda items to be discussed in PLC meetings where the strategies can be revised to meet individual student needs.

CTE teachers will continue to create a revised blueprint and activities for OCS students to follow through the tenure of the enrolled courses(s). The IMC/SPC/CDC will assist the teachers in this process each semester. The CTE, EC staff and counselors will identify and provide services to students having academic problems to ensure student success. Teachers will provide curriculum and testing modifications, as well as remediation during remediation block, for academically disadvantaged students. CTE teachers will attend IEP meetings and actively participate in the development of IEP's and to learn about the reading and writing modifications that will be necessary for EC students.

The CTE Director will provide funding for additional classroom supplies necessary for the completion of activities, projects and assignment as they relate to reading/language arts. The IMC/SPC/CDC will continue to provide documentation to teachers identifying students who are economically disadvantaged at the beginning of each semester allowing teachers to address any financial challenges these students face that may affect their ability to increase their literacy development opportunities, such as student organization involvement, outside purchase of materials, or any other opportunity that may be tied to a financial commitment.

ESSA Racial & Ethnic Categories

	Adequate Yearly Progress to Reach Subgroup Benchmark:	
	American Indian or Alaska Native:	
	Asian:	
	Black or African American:	12.4
	Hispanic/Latino:	
* Greatest Opportunity for Improvement	Native Hawaiian or Other Pacific Islander:	22.1
	White	3.0
* Greatest Opportunity for Improvement	Two or More Races:	28.0
	Male:	4.4
* Greatest Opportunity for Improvement	Female:	27.2
	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:

(2/2/2019) At the beginning of each semester, the IMC/SPC/CDC will provide lists of students who qualify for special help with Reading/Language Arts. In the ESSA Racial & Ethnic Categories, the IMC/SPC/CDC will provide resources needed for the success of all racial and ethnic populations with a focus on the Hispanic/Latino female student population. English/Spanish dictionaries as well as online resources will be available for student use during classroom instruction. CTE teachers will emphasize the importance of reading comprehension and writing skills by the incorporation of writing skills into their weekly lesson plans using ideas and tools from district professional development. CTE teachers will utilize Professional Learning Communities during weekly meetings to develop and implement strategies for ESSA subgroups. CTE teachers will work together to help break down test questions to pull out key words and phrases and to increase student understanding of test questions. They will also share at their PLC meetings to include literacy strategies using differentiated instruction to help increase literacy skills for our Hispanic females.

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PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator Two (1S2) – Academic Attainment - Mathematics. (Perkins V: 2S2 Academic Proficiency in Mathematics)

Scores										
<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</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	76.3	18.7	19.7	25.4	20.7	35.7	21.7		22.7	
Special Populations	74.4	18.7	19.7	25.4	20.7	35.7	21.7		22.7	
Nontraditional		11.3	12.3	42.9	13.3	42.9	14.3		15.3	
Academically Disadv.	57.7	5.0	6.0	.0	7.0	9.5	8.0		9.0	
Economically Disadv.	76.1	18.7	19.7	25.4	20.7	36.8	21.7		22.7	
English Learner						.0	.0		1.0	
Exceptional Children	59.6					.0	.0		1.0	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native										
Asian		100.0	100.0		100.0		100.0		100.0	
Black or African American	74.8	19.0	20.0	21.2	21.0	32.6	22.0		23.0	
Hispanic/Latino	69.6	17.9	18.9	16.7	19.9	36.4	20.9		21.9	
Native Hawaiian or Other Pacific Islander										
White	80.6	18.8	19.8	25.0	20.8	50.0	21.8		22.8	
Two or More Races	100.0	.0	1.0	66.7	2.0	40.0	3.0		4.0	
Gender										
Male	74.1	18.6	19.6	25.0	20.6	36.4	21.6		22.6	
Female	79.4	18.8	19.8	25.8	20.8	35.1	21.8		22.8	
Other										
Migrant										

<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</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										
Architecture and Construction	72.4	.0	1.0	.0	2.0		3.0		75.2	
Arts, Audio/Video Technology and Communications		11.1	12.1	.0	13.1	16.7	14.1		15.1	
Business Management and Administration	77.2	10.5	11.5	37.5	12.5	42.9	13.5		14.5	
Education and Training										
Finance										
Government and Public Administration										
Hospitality and Tourism	100.0	14.3	15.3	25.0	16.3	15.4	17.3		18.3	
Human Services	42.9	28.6	29.6		30.6		47.3		48.6	
Information and Technology		22.9	23.9	40.9	24.9	38.5	25.9		26.9	
Law, Public Safety, Corrections and Security										
Manufacturing										
Marketing, Sales and Service	100.0			.0	.0	37.5	1.0		2.0	
Health Science	100.0	29.4	30.4	12.5	31.4	50.0	32.4		33.4	
Science, Technology, Engineering and Mathematics										
Transportation Distribution and Logistics		.0	1.0	100.0	100.0		100.0		8.4	

* 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:

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:

(02/2/2019) The district will be utilizing a math framework developed by the math coaches to continue the work of improving K-12 math scores in the district. Math coaches have been employed to provide professional development and training for teachers and staff to help reach performance indicator goals. All teachers in the district will participate in the professional development on implementing strategies in their daily lesson instruction.

CTE teachers will work collaboratively during Professional Learning Communities (PLC) meetings once a week to create activities and strategies that will help to promote and strengthen math proficiency. Specific attention will be given to help demonstrate the importance of improving the students' ability to process and apply math skills that correlates with specific curriculum content and relevant careers.

IMC/SPC/CDC will identify the students enrolled in CTE courses that are not scoring proficient on academic attainment in Math I and provide information to classroom teachers who teach those students. CTE teachers will access resources such as math teachers, Moodle websites for DPI curriculum and other CTE teachers. Activities will then be shared through weekly CTE PLC meetings. The IMC/SPC/CDC will continue to provide a math review prior to the WorkKeys assessment. CTE personnel will support Career and College Promise enrollment that enable high school students to enroll in STEM college level courses.

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:

(02/2/2019) The IMC/SPC/CDC will share information about all Special Populations students who are not proficient in Mathematics as measured by the state 8th Grade EOG in Mathematics. Support will include various strategies, but not limited to incorporating math skills such as linear measurement and calculations using scale drawings, teaching students how to perform calculations using various resources and tools including the graphing calculator and providing speakers and/or information from the local workforce to illustrate the importance of math skills in the workplace. CTE teachers will use authentic math projects applicable to their curriculum to help make math relevant for struggling students. While these strategies will initially be administered to all students, efforts will be designed to provide additional support for the special populations students academically disadvantaged who struggle with mathematics by providing tutoring sessions.

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:

(2/2/2019)At the beginning of each semester, the IMC/SPC/CDC will provide lists of students who qualify for special help with Mathematics. In the ESSA Racial & Ethnic Categories, the IMC/SPC/CDC will provide resources needed for the success of all racial and ethnic populations with a focus on the Hispanic/Latina student population. The CTE teachers will emphasize the importance of Mathematics skills by the incorporation of Mathematics into their weekly lesson plans using ideas from our August CTE Workshop. Teachers will share at their PLC meetings Mathematics strategies using differentiated instruction to help increase Mathematics skills for all racial and ethnical categories. CTE teachers will utilize the Virtual Job Shadowing curriculum for career research to promote careers using math skills for all CTE students.

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PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator Three (2S1) – Technical Skill Attainment. (Perkins V: 5S1/5S2/5S3/5S4 Program Quality)

<u>Category</u>	<u>Scores</u>									
	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</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	77.3	70.4	77.9	69.9	78.5	67.4	79.1		79.6	
Special Populations	75.4	70.4	76.0	69.9	76.7	67.4	77.3		77.9	
Nontraditional	79.2	60.2	79.8	64.7	80.3	66.8	80.8		81.4	
Academically Disadv.	68.1	47.8	68.9	48.9	69.7	44.6	70.6		71.4	
Economically Disadv.	75.2	70.4	75.9	69.8	76.6	67.5	77.2		77.7	
English Learner	55.7	28.3	56.9	40.2	58.0	23.1	59.2		60.2	
Exceptional Children	59.3	17.5	60.5	25.9	61.5	23.8	62.6		63.5	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native		*		*						
Asian	80.8	*	81.3	*	81.8	*	82.3		82.8	
Black or African American	74.0	59.9	74.6	61.9	75.3	58.7	76.0		76.6	
Hispanic/Latino	72.7	74.1	73.5	73.9	74.2	74.3	74.9		75.5	
Native Hawaiian or Other Pacific Islander										
White	87.6	86.3	87.9	80.0	88.3	76.7	88.6		88.9	
Two or More Races	84.1	78.5	84.4	73.9	84.9	72.9	85.3		85.7	
Gender										
Male	75.7	66.1	76.3	67.6	76.9	64.6	77.6		78.1	
Female	78.7	74.2	79.2	72.2	79.8	70.3	80.3		80.8	
Other										
Migrant										

Program Areas	77.3	70.4	77.9	69.9	78.5	67.4	79.1	79.6
Agriculture								
Business, Finance and Information Technology Education	65.1	66.7	66.1	63.2	66.9	60.6	67.9	68.6
Health Science Education	93.8	88.2	94.0	78.6	94.1	90.8	94.2	94.4
Marketing and Entrepreneurship Education	86.9	58.5	87.2	71.8	87.6	52.2	87.9	88.2
Family & Consumer Sciences	83.6	74.3	84.0	65.2	84.4	68.7	84.9	85.2
Trade & Industrial Career Development	86.6	78.9	87.0	100.0	87.3	100.0	87.7	88.0
Technology	73.8	*	74.5		75.2	39.5	75.9	76.5
Engineering and Design		48.9		56.1		55.7		

* 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: 11.7

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:

(03/11/2019) TCS has placed a strong emphasis on technical attainment by allowing industry standard credentials to be used in place of CTE State Post-Assessments. To further support, growth in this area, the CTE Director will distribute CTE funds to provide CTE teachers and students with the instructional supplies, equipment, technology, and needed resources to maintain and/or enhance the connection of our curriculum to technical skills attainment required by business and industry. To recognize students for their efforts and who have earned a credential are honored at an assembly. CTE students who received a gold, silver or platinum will wear a silver cord at graduation. The CTE Director will also provide funds for CTE teachers to attend CTE Summer Conference, an onsite Professional development within the district, and other state and regional professional development workshops to stay abreast of current technology and curriculum updates.

Thomasville High School will continue to partner with Lexington High School on a collaborative PLC between the two system's CTE teachers. The collaboration begins during a joint local summer August Workshop and continue throughout the school year. CTE teachers will partner with their counterparts and communicate and visit each other during the school year.

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations
Benchmark: 9.9

Adequate Yearly Progress to Reach Subgroup Benchmark:

Nontraditional: 14.0

Academically Disadvantaged: 26.0

Economically Disadvantaged: 9.7

English Learner: 36.1

* **Greatest Opportunity for**

Improvement*** Greatest Opportunity for Improvement**

Exceptional Children: 38.8

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:

(03/11/2019) Our technical attainment data reflects that our greatest opportunity for improvement is with our English Learners and Exceptional Children. We recognize that these students' lack of vocabulary development and test taking success should be our focus. CTE Teachers will integrate formative assessments using test items banks into their lesson structure that resemble and reflect the same format and academic language as summative assessments throughout the course. In addition, they will utilize visual cues and word walls to emphasize the proper academic vocabulary associated with their courses. This will benefit all of our students, but especially our EL and EC students, by helping them become familiar with academic and technical vocabulary as well as the testing format which enables them to be successful both in the classroom and during testing. By building students' capabilities in these areas, students will have the opportunity to continue their pursuit of a CTE Concentration and/or industry recognized credentials as well as expand their opportunities to include Career and College Promise Courses. Our end goal for all students will be to provide students with the skills needed which leads to career opportunities and self-sufficiency.

These strategies will be monitored through the evaluation of lesson plans, walk-through observations, and attendance at professional development sessions by CTE Director and school principals. CTE Teachers that need professional development on academic vocabulary or implementation of formative assessment will be provided PD by instructional facilitators at school and/or CTE Director.

CTE teachers will actively participate in the development of IEP's to discuss and create the modifications that will be necessary to create a successful environment for EC and EL students. CTE teachers will monitor special population students' progress each grading period by analyzing reports based on formative assessment data from quizzes and tests. Based on this data CTE teachers will reteach/differentiate instructional strategies for these students.

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup Benchmark:

American Indian or

Alaska Native:

Asian:

Black or African 17.3

American:

Hispanic/Latino: 0.6

Native Hawaiian or

Other Pacific

Islander:

White 11.9

Two or More 12.4

Races:

Male: 13.0

Female: 10.0

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:

(03/11/2019) CTE Teachers will actively recruit all students to participate in Career and Technical Student Organizational (CTSO's) events that will expose them to diverse cultures in various industries at regional and state levels. Also the IMC/SPC/CDC will organize a Career Fair that provide local industry representatives to have an opportunity to present specific, career attributes and colleges will be able to share their program areas with students. Speakers will be invited to speak to students about important technical skills needed in highly skilled careers.

To improve technical attainment outcomes, we must get students actively engaged in the learning process. We will help students take responsibility for their own learning, which can lead directly to improved student achievement. CTE Teachers will assist students with analyzing their assessment data by keeping data notebooks.

PROGRAM AREAS

Adequate Yearly Progress to Reach Program Area Benchmark:

Agriculture:

Business, Finance and Information Technology 7.3

Education:

Health Science Education: 3.4

Marketing and Entrepreneurship Education: 35.7

Family & Consumer Sciences: 16.2

Trade & Industrial:

Career Development: 36.4

*** Greatest Opportunity for Improvement**

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:

(3/11/2019) Thomasville City School's greatest opportunity for improvement lies in our Career Development area. The CTE Director will share proficiency report data with all administrators and our CTE teachers and help to develop strategies for improvements. The CDC will work with teachers to provide students with career awareness activities and strategies to implement into classroom instruction. CTE teachers will promote and utilize our CTSSO's membership and competency based competitive events to motivate students to learn and master industry and technical skills as well as to reinforce course content. Business/Marketing, FCS, Health Science teachers will allow students to apply content learned to relevant, real world activities through discussions topics, reviews, projects and class presentations.

Health Science teacher and students will visit Davidson County Community College Health Services facility to acquaint students with career information and educational requirements. Health Science students will attend Camp Med in June to further their knowledge base.

All CTE teachers will be supported by CTE funds to attend workshops, summer conference, and/or training in order to stay abreast of changes in the program areas, industry standards, curriculum changes, and testing requirements. CTE teachers will incorporate technology and model how technology enhances learning and improves performance in their classes.

The CTE Director will promote the need for all CTE teachers to establish and incorporate CTSSO's

into their programs. Students in CTSO's demonstrate higher level of academic engagement and motivation, civic engagement, career self-efficacy, and employability skills.

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PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

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Performance Indicator Four (3S1) – Secondary School Completion. (Perkins V: 1S2 Extended Graduation Rate)

Scores										
<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</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	95.6	100.0	95.7	98.4	95.8	98.6	96.0		96.1	
Special Populations	95.2	100.0	95.3	98.4	95.5	97.8	95.5		95.6	
Nontraditional		100.0		93.8		92.9				
Academically Disadv.	92.9	100.0	93.1	90.9	93.4	95.2	93.5		93.6	
Economically Disadv.	95.6	100.0	95.7	98.4	95.8	96.8	96.0		96.1	
English Learner	92.9		93.1		93.4	*	93.5		93.6	
Exceptional Children						*				
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native										
Asian		*								
Black or African American	94.7	100.0	94.8	100.0	94.9	97.8	95.1		95.3	
Hispanic/Latino	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	
Native Hawaiian or Other Pacific Islander										
White	94.4	100.0	94.6	91.7	94.8	*	94.8		95.0	
Two or More Races		*		*		*				
Gender										
Male	95.5	100.0	95.6	100.0	95.7	100.0	95.9		96.0	
Female	95.8	100.0	95.9	96.8	96.0	97.3	96.1		96.2	
Other										
Migrant										

<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</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		*		*						
Architecture and Construction	88.1	100.0	88.5	*	88.7	*	89.1		89.3	
Arts, Audio/Video Technology and Communications										
Business Management and Administration	98.2	100.0	98.3	100.0	98.3	93.8	98.3		98.4	
Education and Training										
Finance										
Government and Public Administration										
Hospitality and Tourism	100.0	*	100.0	*	100.0	100.0	100.0		100.0	
Human Services		*								
Information and Technology	100.0		100.0		100.0					
Law, Public Safety, Corrections and Security										
Manufacturing										
Marketing, Sales and Service						*				
Health Science	100.0		100.0		100.0					
Science, Technology, Engineering and Mathematics										
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 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:

(4/14/2019) High school completion is an essential step in preparing students to be Career and College Ready. Because CTSO's are a major component in the CTE education experience for students, CTE teachers will be supported with resources including funds to assist their efforts in recruiting and promoting student participate in CTSOs. CTE teachers will participate in various middle school recruitment events to provide information to students and parents about the benefits of CTSO participation. The CTE Director and IMC/SPC/CDC will provide opportunities for high school students to attend the CTE Career Fair. This will provide students with various career presentations

as well as college/university information.

IMC/SPC/CDC will continue to collaborate with counselors and community college CCP personnel to provide students with relevant information about CTE course options, CCP options, graduation requirements and internships. They will provide information on community college and four year institutions admissions requirements and provide more information about the advantages of taking CCP courses.

Lexington City School and Thomasville City Schools in conjunction with Davidson County Community College were awarded a 5-year Federally funded Talent Search Grant. Through the grant, a graduation/college counselor was hired to work directly in the middle school and high school to assist students with graduating from high school and enrolling in college.

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:

(4/14/2019) In order to increase the percent of CTE students that graduate from high school, IMC/SPC/CDC will work with the counselors and graduation coach to counsel students who may struggle in traditional mathematics classes to take classes eligible for “math substitution” early in their high school career. IMC/SPC/CDC will continuously monitor special population students’ grades through report cards and transcripts to help them successfully complete high school. IMC/SPC/CDC will work with the EC teachers to continuously monitor special population students’ grades through progress reports and transcripts to insure the student can successfully complete pathway/cluster. The CTE Director will provide funding for any needed materials and supplies necessary for students to participate in CTE courses work and in CCP certificate programs.

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:

(4/14/2019) We recognize that Thomasville City Schools' student interest are diverse and therefore are a key factor in encouraging students to complete a career cluster and to go on to graduate from high school. IMC/SPC/CDC and counselors will use interest assessments to match students with a course sequence that meets their interest and career aspirations. Throughout the year IMC/SPC/CDC will identify diverse guest speakers to partner with our district in CTE Classrooms. IMC/SPC/CDC and CTE teachers will incorporate marketing materials that show non-traditional genders in successful career roles during the school year and prior to registration.

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Thomasville City Schools

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PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator Five (4S1) – Student Graduation Rates. (Perkins V: 1S1 Four-Year Graduation Rate)

Scores										
<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</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	89.2	99.0	89.5	98.0	89.9	97.0	90.0		90.4	
Special Populations	87.1	98.7	87.5	98.4	87.8	97.1	88.1		88.5	
Nontraditional		100.0		100.0		93.3				
Academically Disadv.	76.2	97.8	76.8	90.9	77.5	95.2	78.0		78.7	
Economically Disadv.	84.4	100.0	84.9	98.4	85.3	97.0	85.7		86.1	
English Learner	76.2		76.8		77.5	100.0	78.0		78.7	
Exceptional Children						100.0				
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native										
Asian		100.0								
Black or African American	90.6	100.0	90.9	100.0	91.2	97.7	91.3		91.6	
Hispanic/Latino	83.8	100.0	84.3	100.0	84.7	100.0	85.0		85.5	
Native Hawaiian or Other Pacific Islander										
White	85.7	94.1	86.2	91.7	86.5	88.9	86.9		87.2	
Two or More Races		100.0		100.0		100.0				
Gender										
Male	89.1	97.9	89.3	100.0	89.7	96.9	89.9		90.2	
Female	89.3	100.0	89.6	96.8	89.9	97.3	90.1		90.5	
Other										
Migrant										

2015-2016**2016-2017****2017-2018****2018-2019****2019-2020**

<u>Category</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										
Architecture and Construction	86.5	100.0	86.9	.0	87.2		87.5		87.8	
Arts, Audio/Video Technology and Communications		100.0		100.0		100.0				
Business Management and Administration	91.2	100.0	91.4	100.0	91.7	92.9	91.9		92.0	
Education and Training										
Finance										
Government and Public Administration										
Hospitality and Tourism	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	
Human Services		100.0								
Information and Technology		100.0		100.0		100.0				
Law, Public Safety, Corrections and Security										
Manufacturing						100.0				
Marketing, Sales and Service				100.0		88.9				
Health Science		100.0		100.0		100.0				
Science, Technology, Engineering and Mathematics						100.0				
Transportation Distribution and Logistics		100.0		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:

(4/15/2019) CTE staff, administrators, and school counselors will continue to promote student enrollment in CTE courses to lower dropout rates. School counselors and CTE staff will promote pathway programs and highlight post-secondary opportunities during registration. While meeting with CTE stakeholders, the CTE director will emphasize and market how participation in CTE courses as well as CTSO's can be a dropout prevention strategy. We will continue to engage student credentialing, relevant work-based learning, articulation agreements, and Career and College Promise opportunities to increase the relevance of CTE courses and graduation by establishing links to career and post-secondary education opportunities. CTE staff will focus on encouraging students to complete

their pathway programs and encourage CTE students to progress toward graduation. This occurs through instruction which addresses the career outlook for their clusters and the post-secondary options available to completers of their program.

Students and parents will be informed of CCP, NCVPS, credit by demonstrated mastery and articulated credit opportunities during Freshmen Orientation. PowerSchool offers a parent portal to help parents communicate with CTE teachers and track students' progress toward graduation; which will aid in improving graduation rates.

IMC/SPC/CDC and counselors will review student transcripts in PowerSchool and counsel students on courses to take for completion and inform students of graduation requirement. This review of course options begins in the 8th grade during registration and continues to the high school. The IMC/SPC/CDC will review the students' PreACT scores as a component of their career development and assist students in making course and career choices based on their skills, interest, and aptitudes.

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:

(4/15/2019) The IMC/SPC/CDC identifies special population students early in each semester to ensure teachers know students who may be at risk. The IMC/SPC/CDC provides each teacher a confidential notebook containing all the information for just their students. The IMC/SPC/CDC will ensure there are no economic barriers (transportation, necessary supplies) for CTE and CCP courses, field trips/work-based learning opportunities. Additionally, CTE teachers participate in IEP meetings for students who have exceptionalities. The CTE Director and the IMC/SPC/CDC attend regional meetings to remain current on special population guidelines, requirements, and recommendations. The CTE director will continue to pay all credential fees for all students.

To keep the graduation rate on track we have created a cohort spreadsheet to track students on track and off track for graduations. Principals, counselors, CTE Director, IMC/SPC/CDC, graduation coach and Student Services Director meet regularly to discuss students off track for graduations. The district has provided mentors from the district level administration and school level leadership to provide support for those students that are in danger of failing. We want all our students to meet the three E's (enrolled, enlisted, employed).

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:

(4/15/2019) The IMC/SPC/CDC in collaboration with school counselors will continue to meet with students enrolled in CTE courses to review graduation and pathway requirements annually to ensure that the students in all ESSA racial and ethnic categories remain on track for graduation. The CTE Director, IMC/SPC/CDC, school counselors, and CTE teachers will market and promote certifications, credentialing, and related initiatives to encourage students to stay in school, acquire career-ready skills, and graduate with their cohort throughout the school year. CTE teachers will promote participation in CTSO's to help build relevance of the curriculum, build leadership skills and civic responsibilities, and help students remain engaged in school to help them graduate on time. The CTE Director will ensure the offering of complete courses and course sequences to meet the graduation needs of students. IMC/SPC/CDC, and counselors will counsel students who struggle in mathematics to take advantage of the CTE classes that are eligible for math substitution early in their high school career. The IMC/SPC/CDC will also encourage students to pursue internship and job shadowing experiences based on their career interests.

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Thomasville City Schools

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PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator Six (5S1) – Secondary Placement. (Perkins V: 3S1 Postsecondary Placement)

Scores									
Category	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</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	92.1	87.6	92.3	91.9	92.6	94.2	92.7		92.9
Special Populations	94.1	87.6	94.2	91.9	94.4	94.2	94.6		94.8
Nontraditional		85.4		94.4		92.5			
Academically Disadv.	97.0	81.2	97.1	85.2	97.2	*	97.3		97.3
Economically Disadv.	93.1	87.6	93.3	91.9	93.4	94.2	93.6		93.8
English Learner		*		*		*			
Exceptional Children		*		*		*			
ESSA Categories									
Racial & Ethnic									
American Indian or Alaska Native		*		*		*			
Asian		*		*		*			
Black or African American	90.6	80.8	90.8	92.9	91.0	96.6	91.3		91.5
Hispanic/Latino	92.5	90.9	92.7	91.7	92.8	100.0	93.0		93.2
Native Hawaiian or Other Pacific Islander		*		*		*			
White	93.9	100.0	94.1	87.1	94.1	100.0	94.3		94.5
Two or More Races		100.0		100.0		61.1			
Gender									
Male	88.8	89.5	89.1	95.0	89.4	90.9	89.7		89.9
Female	95.5	86.3	95.6	89.2	95.7	97.1	95.9		96.0
Other									
Migrant		*		*		*			

<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</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		*		*		*				
Architecture and Construction	72.4	*	73.1	*	73.8	*	74.5		75.2	
Arts, Audio/Video Technology and Communications		95.1		96.0		100.0				
Business Management and Administration	94.9	75.5	95.1	94.7	95.2	94.4	95.4		95.5	
Education and Training		*		*		*				
Finance		*		*		*				
Government and Public Administration		*		*		*				
Hospitality and Tourism		100.0		87.5		94.7				
Human Services	86.1	85.7	86.5	100.0	86.9	100.0	87.2		87.5	
Information and Technology		84.6		85.7		*				
Law, Public Safety, Corrections and Security		81.3		94.1		87.7				
Manufacturing		*		*		*				
Marketing, Sales and Service		*		*		*				
Health Science	100.0	*	100.0	*	100.0	*	100.0		100.0	
Science, Technology, Engineering and Mathematics		*		*		*				
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# 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:

(4/24/2019) CTE teachers actively discuss community college and career opportunities within their program areas, as well as area colleges with post-secondary programs related to their high school CTE curriculum, to increase student awareness of related post-secondary training options. Teachers of completer courses are encouraged to schedule a trip to tour an area post-secondary institution which offers a major related to their program area. We continue to support collaborative work with counselors, teachers, parents, and students to provide more opportunities and awareness in the realm of secondary placement options. We continue to explore options to have at least a part-time Career

Development Coordinator to assist with our Advanced Manufacturing, Project Lead the Way and STEM initiatives and to work with partnerships with local industry to support these programs.

The CTE Director, CTE teachers in partnership with Business Advisory Council will continue to expand work-based learning experiences through CTE Internships, classroom speakers, field trips, CCP Pathway courses, as well as tours of the community college and local industry.

Thomasville City Schools believe that career awareness and appropriate placement in high school courses must be introduced to students early. Activities and experiences even beginning at the elementary and middle school level must be implemented. Elementary schools will promote careers through guest speakers and/or career awareness fairs. CTE Fairs will be implemented at the middle school to promote early awareness in careers and Career & Technical Education and CCP courses offered at the high school level. In addition, eighth graders will tour Davidson County Community College as well as their local high school to explore upcoming course opportunities.

In high school, encouraging the involvement in the CCP program and CTSO's activities (which promote career and personal development in and outside of high school), Career Fairs, individualized career planning with IMC/SPC/CDC, continuous monitoring of student success and CCP College Advisors will provide appropriate secondary placement. Graduation and post-secondary education will be a primary focus of these individuals. IMC/SPC/CDC, CCP Advisors, and CTE teachers will also participate in various middle and high school recruitment events to provide information to students and parents about the benefits of enrolling in CTE and CCP courses. School Counselors and all CTE Support Personnel will encourage and promote the advantages of being a CTE completer, including the promotion of successful scores on the WorkKeys test.. CTE Director will provide resources to market secondary opportunities to students and parents.

To further grow opportunities for our students, Thomasville City Schools will continue to develop pathways and partnerships which allows students options that will provide for a smooth post-secondary transition. During the 2019-2020 school year, TCS in conjunction with DCCC and TCS Business Advisory Council will support the implementation of an Advanced Manufacturing pathway in establishing an Advanced Manufacturing Academy model. TCS will offer Project Lead the Way courses (with the availability of funds) beginning at the middle school to develop interest in Advanced Manufacturing. These courses will lead to the development and the sustainability of the high school Advanced Manufacturing Program which will be developed in the next five years utilizing Golden LEAF grant funds and CTE Funds providing a pipeline into secondary educational options.

SPECIAL POPULATIONS

*** Greatest Opportunity for Improvement**

Adequate Yearly Progress to Reach Special Populations

Benchmark: 0.4

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:

(4/25/2019) The CTE teachers, IMC/SPC/CDC and CTE director will provide information and opportunities for all students to participate in internship opportunities. Students will be taught at the highest level of expectation by each CTE teacher to better prepare the students for future

opportunities. CTE teaching staff, IMC/SPC/CDC and CTE Director will work collaboratively with EC, EL and Student Services Departments to eliminate any barriers a student may encounter by taking advantage of resources made available by this collaboration. The IMC/SPC/CDC along with the school counselor will also assist any special populations student enrolled in a CTE course with college applications, work applications and scholarship applications. The CTE Director, Assistant Superintendent of Curriculum Instruction, and Technology Director will ensure all schools have access to needed technology and equipment to facilitate the process of any virtual career exploration. The IMC/SPC/CDC will also work to expose students to potential employers, as well as courses offered at DCCC, through participation in the Career Awareness Fairs at their high school.

The IMC/SPC/CDC will continue to give a notebook to all CTE teachers of special population students who are enrolled in their classes. The teachers will provide course and test modifications needed to assist them toward graduation and post-secondary education or training. A CTE teacher will attend the IEP transition meeting of rising ninth graders to determine learning styles, career interests, and provide support for success in high school.

Students and parents will be informed of free college courses through CCP at freshmen orientation. CTE will provide funding for exams associated with CCP certification pathways, CRC, CNA, NCCER and ServSafe. Thomasville City Schools will prepare special populations students for high skill, high wage, and high demand occupations that lead to self-sufficiency by encouraging special population students to participate in leadership activities, such as Career and Technical Student Organizations. Through these two strategies, special populations students will participate in Career Development Events (i.e. competitive events, CTE Fairs, etc.) to improve their leadership and technical skills. Participation will produce a level of confidence which will help lead the student to become self-sufficient.

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:

(4/25/2019) IMC/SPC/CDC will work with counselors and CTE teachers to make all students aware of opportunities for course related post-secondary education or employment. CTE instructors will collaborate with community colleges and military to make students aware of post-secondary opportunities related to their program areas.. IMC/SPC/CDC will attend all 8th grade registration sessions to explain and discuss program offerings to all students. CTE teachers will allow students to access online materials and invite classroom speakers from the business community and DCCC to

encourage all students (with emphasis on speaker diversity and females) to participate in CTE programs by presenting information on how to academically prepare for careers within pathways/clusters and leading to post-secondary education.

Each semester, seniors that are identified as CTE Concentrators will be administered the WorkKeys Assessment, which will also assist them in preparing and being successful in post-secondary and career placement. To further grow opportunities for our students, TCS will continue to develop partnerships which will enhance growth opportunities for different racial and ethnic groups. TCS will seek to implement more career pathways that are linked to employment opportunities after high school.

The DCCC liaison will work closely with students to ensure they are able to enroll in college classes. Support provided include: testing students on the high school campus, providing college teachers to teach on the high school campus, and adjusting the college schedule so that students will not have to choose between classes at the college or high school.

CTE Teachers will also be encouraged to increase the number of students they have earning CTE credentials and certifications. These credentials and certifications can allow students to gain employment directly after high school. Participation in CTSO's will also be encouraged to promote leadership and soft skills, as well as career and personal development, in and outside of high school. The CTE Director will support these efforts with appropriate funding.

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Thomasville City Schools

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PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator Seven (6S1) - Nontraditional Participation. Proposed. By 2018-2019, 31.2 percent of participants in a course that leads to nontraditional employment are of the nontraditional gender.

Scores									
<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</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	24.3	34.8	25.0	35.0	25.7	33.2	26.4		27.0
Special Populations	26.4	35.1	27.0	35.0	27.6	41.8	28.3		28.8
Nontraditional		n/a		n/a		n/a			
Academically Disadv.	26.9	34.1	27.5	35.2	28.1	30.1	28.7		29.3
Economically Disadv.	23.2	33.4	23.9	34.8	24.6	37.4	25.3		25.9
English Learner		61.9		32.0		40.0			
Exceptional Children	28.4	39.3	29.0	36.8	29.5	41.9	30.1		30.6
ESSA Categories									
Racial & Ethnic									
American Indian or Alaska Native		*		*					
Asian		*		*		*			
Black or African American	28.0	36.5	28.6	40.4	29.2	37.1	29.7		30.2
Hispanic/Latino		38.4		28.9		29.4			
Native Hawaiian or Other Pacific Islander									
White	22.1	29.3	22.8	35.0	23.6	24.7	24.3		24.9
Two or More Races		22.6		25.0		46.4			
Gender									
Male	36.4	42.2	36.8	45.1	37.1	38.8	37.5		37.8
Female	12.6	25.8	13.6	21.9	14.6	26.0	15.5		16.4
Other									
Migrant									

Program Areas	24.3	34.8	25.0	35.0	25.7	33.2	26.4	27.0
Agriculture								
Business, Finance and Information Technology Education		*		*		*		
Health Science Education								
Marketing and Entrepreneurship Education		59.5		50.0		43.2		
Family & Consumer Sciences	37.8	41.1	38.1	42.7	38.5	39.9	38.7	39.1
Trade & Industrial Career Development Technology	18.3	17.2	19.2	20.2	20.0	21.2	20.9	21.6
Engineering and Design		17.2		16.1		20.6		

* 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:

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:

OVERALL NARRATIVE

(4/15/2018) Thomasville City Schools has been trending upward and above the state benchmark in CTE Nontraditional Participation rates. CTE staff will continue to encourage nontraditional participation in their programs on an ongoing basis through their instruction and through classroom/building displays. IMC/SPC/CDC will provide students and school counselors information about CTE courses which prepare students for nontraditional careers by distributing to all the "Stepping Into Your Future Career Planning" book. Prior to the registration process for the coming school year, 8th graders from the middle school go to the high school for a tour of CTE classrooms. Teachers encourage the 8th graders to sign up for nontraditional courses. The Trade & Industry (T&I) and Technology Engineering and Design (TED) teachers will personally encourage females to take the Carpentry and Technology Engineering and Design classes during the tour.

The CTE director and IMC/SPC/CDC will monitor nontraditional course enrollments yearly by disaggregating data by gender, race, ethnicity, grade, career interests, and disabling conditions. IMC/SPC/CDC will attend all regional meetings for best practices with nontraditional participation/completion. (1,2,6,9,15,26)

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:

SPECIAL POPULATIONS

(4/15/2018) Middle school students will continue to develop their interests and the recruiting of nontraditional participating Special Populations. Every student at the middle school participates in at least one CTE course and are encouraged to take four courses at the high school with one being a completer. CTE teachers will illustrate the meaning of nontraditional careers and will work to develop outside partnerships where students identified under Special Populations will receive opportunities to hear these partners as guest speakers.

IMC/SPC/CDC and teachers will work with OCS and special population students using curriculum guides, translations, blueprint modification, parent nights, and guest speakers. CTE staff will continue to use parents, former students and business/industry on an on-going basis for help in job placement. Students will be encouraged through personalized sessions during registration to sign up for courses that meet their interest and fall into the nontraditional selections. IMC/SPC/CDC and CTE teachers will identify Special Populations students and differentiate instruction to these students as needed. (2,5,6,8,11,12,13,15,26)

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:

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:

ESSA Racial & Ethnic Categories

(4/15/2018) CTE teachers, IMC/SPC/CDC and counselors will market CTE courses to nontraditional special population's students by eliminating gender bias and expanding awareness of labor market demand for careers through classroom presentations, career cluster promotional materials, CTE Registration book "Stepping Into Your Future", other parent nights, and CTE Career Fair. CTE staff will work with school counselors and administrators to advertise courses and recruit male/female students into nontraditional courses. This will be done through increased awareness of CTE high school programs for all current 8th grade students through the high school tour, and overviews of programs presented in the middle school curriculum. Counselors, T&I teacher and TED teachers will meet with female students to promote local career opportunities tied to their programs. (8,11,13,23,26)

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:

PROGRAM AREAS

(4/15/2018) The IMC/SPC/CDC and counselors will market Carpentry and Technology Engineering and Design to nontraditional special population's students by eliminating gender bias and expanding awareness of labor market demand for careers through classroom presentations, career cluster promotional materials, CTE Registration book "Stepping Into Your Future", other parent nights, and CTE Career Fair. The Carpentry and TED teachers will work with IMC/SPC/CDC and counselors before registration explaining the curriculum to assist promotion of their programs to female students. (8,23,26)

Thomasville City 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 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator Eight (6S2) - Nontraditional Completion. Proposed. By 2018-2019, 22.4 percent of the students who completed a program that leads to employment in nontraditional fields are of the nontraditional gender.

Scores										
Category	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall		32.4		41.2		38.9				
Special Populations		37.8		41.2		51.9				
Nontraditional		n/a		n/a		n/a				
Academically Disadv.		33.6		*		21.4				
Economically Disadv.		33.9		41.2		50.0				
English Learner						*				
Exceptional Children		*				*				
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native										
Asian		*								
Black or African American		38.7		64.7		33.3				
American Hispanic/Latino		35.5		*		*				
Native Hawaiian or Other Pacific Islander										
White		14.6		*		*				
Two or More Races		20.0		*		*				
Gender										
Male		2.0		.0		.0				
Female		74.3		100.0		100.0				
Other										
Migrant										

<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</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										
Architecture and Construction		14.3		*		*				
Arts, Audio/Video Technology and Communications										
Business Management and Administration		64.3		47.1		53.3				
Education and Training										
Finance										
Government and Public Administration										
Hospitality and Tourism		*		*		*				
Human Services		*								
Information and Technology		33.3		*		*				
Law, Public Safety, Corrections and Security										
Manufacturing										
Marketing, Sales and Service								*		
Health Science		*		*		*				
Science, Technology, Engineering and Mathematics										
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:

(4/27/2019) Thomasville City Schools nontraditional enrollment is continuously pursued and viewed as a priority by CTE staff and counselors. CTE teachers encourage and coach nontraditional students through their programs. Nontraditional students are encouraged to pursue post-secondary training in their respective program areas by the teacher, IMC/SPC/CDC and counselors, thus encouraging completion of the CTE Pathway. The IMC/SPC/CDC will work diligently with counselors during the registration process to raise the awareness of nontraditional courses and identify students that will

benefit from taking them. CTE teachers will continue to bring in speakers from nontraditional employment. They will also deliver a lesson on success stories of former CTE students who are currently working in a nontraditional setting.

Classroom and lab environments for nontraditional students will be free from harassment and examined by the principal and CTE Director. The CTE Director will encourage middle school CTE teachers to include nontraditional careers in their instruction in all courses.

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:

(4/27/2019) CTE staff will focus on finding business partners where students who have an interest in a nontraditional field can participate in a mentorship or internship opportunity. The IMC/SPC/CDC will work closely with CTE teachers who make these arrangements to assist in removing any barrier that may pose an obstacle for the student in the Special Populations category from being able to participate.

IMC/SPC/CDC and CTE teachers will invite nontraditional guest speakers to address opportunities for OCS and special populations student completers enrolled in CTE courses. CTE teachers, guidance counselors and the IMC/SPC/CDC will provide career information to those students who are identified as special population and target those interested in nontraditional career fields based on their identified career goals.

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:

(4/27/2019) IMC/SPC/CDC and CTE teachers will monitor the progress of all subgroups and will provide support for those students by encouraging them to persevere and complete their selected program/career pathway or cluster. IMC/SPC/CDC will work with teachers to assist students in their classes to help them complete projects designed to enhance student knowledge of nontraditional career and job opportunities applicable to them. Funding will provide promotional materials in CTE classrooms to show new career clusters highlighting nontraditional careers.

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Thomasville City Schools

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

2019 - 2020 LOCAL APPLICATION APPLICATION FOR CAREER AND TECHNICAL EDUCATION (CTE)* STATE/FEDERAL FUNDING

FISCAL YEAR 2019 - 2020

PART III -- ASSURANCES AND CERTIFICATION

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

Thomasville City Schools	292
Local Education Agency (LEA)	Number

APPROVED BY:

Catherine Gentry		James Carmichael
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:

Diane Roberts	(336) 474-4208
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 Application 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 application. 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).

A. Local Application for Career and Technical Education Programs

1. The purposes of career and technical education as established in Chapter 115C, Article 10 of the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the career and technical education programs within this local education agency (LEA). (S.) (Article 10 Part 1 Section 115C-151)
2. Career and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154.(6)(7))
3. The LEA will provide free appropriate career and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies. (S. 115C-157)
4. The expenditures in this plan will adhere to the most recent NC Career and Technical Education (CTE) Fiscal and Policy Guide. (S. 115C-154 (9); 115C-156)
5. The programs in this plan will adhere to the most recent NC Career and Technical Education Standard Course of Study Guide. (S. 115C-154)
6. The LEA has developed a career and technical education plan that describes the career and technical education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs. (S. 115C-154 (8)) (F. 134 (a))
7. The LEA has conducted a comprehensive local needs assessment related to career and technical education and has included the results of the needs assessment in the local application. (F. 134 (c)(A))
8. The LEA has conducted a comprehensive local needs assessment related to career and technical education not less than once every 2 years. (F. 134 (c)(B))
9. The career and technical education programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years. (S. 115C-154.1 (2))
10. For all current job skill programs, there is a documented need based on labor market data or follow-up data or there is a plan to redirect the program within two years. (S. 115C-154.1 (3))
11. Career and technical education programs in the LEA are in accordance with the purposes of G.S. 115C-151:
 - (a) Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151 (1))
 - (b) Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education. (S. 115C-151 (2))
 - (c) Career Development Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151 (3))
12. New career and technical education programs show documented need based on student demands, or

for new job skill programs, based on student and labor market demands (S. 115C-154.1(4)); or, address high-wage or high skill or in-demand occupations. (F. 135 (3))

13. All career and technical education programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1 (5))
14. Local programs using the cooperative career and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154)
15. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. (F. 135 (b)(1))
16. Provide professional development programs for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, counselors, and administrators. (F. 135 (b)(1)(2))
17. The definitions of specific career and technical education program elements are adhered to. (S. 115C-152 (1)(2)(3)(4))
18. Support integration of academic skills into career and technical education programs and programs of study. (F.135 (4))
19. Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance. (F. 135 (5))
20. A formal system of evaluation is conducted annually to determine how the programs meet their state objectives and are relevant to employment and occupational needs of students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S. 115C-154 (10))
21. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required. (F. 135 (b)(6))
22. An organized system for conducting follow-up studies to determine the effectiveness of the career and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the career and technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. 115C-154 (10))
23. The LEA has on file the findings of evaluations of career and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services, and activities. (S. 115C-154 (10))
24. Each local board of education shall be assisted by a business advisory council in performance of its duties to provide career and technical education instruction, activities, and services. (S. 115C-172)
25. Each local school administrative unit shall offer as part of its career and technical education program

at least two work-based learning opportunities that are related to career and technical education instruction. A work-based learning opportunity shall consist of on-the-job training through an internship, cooperative education, or an apprenticeship program. (S. 115C-157).

B. Local Use of Funds

1. The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities under this section. (F. 135 (d))
2. Funds allocated for career and technical education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations. (S. 115C-105.25 (b)(6))
3. No funds from Perkins V shall be used to require any secondary school student to choose or pursue a specific pathway or program of study; or to mandate that any individual participate in a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (F. 214 (1)(2))
4. Funds made available under this act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities. (F. 211 (a))
5. No funds under Perkins V may be used to provide career and technical education programs or programs of study to students prior to the middle grades (5th grade defined by ESSA) except that equipment and facilities purchased with funds under this act may be used by such students. (F. 215)
6. If the LEA uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel, shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographic area served by such eligible agency or eligible recipient. (F. 217)

C. Other Administrative Provisions

1. Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services. (F. 216)
2. Nothing in Perkins V shall be construed by the LEA to permit, allow, encourage, or authorize any federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act. (F. 213)

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:

Diane Roberts, Career and Technical Education Director

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 voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

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:
Thomasville City 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:
Diane Roberts, Career and Technical Education Director

Thomasville City 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 2019 - 2020

Part IV.-- Application for WorkStudy Program

Thomasville City Schools	292	
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 Strengthening Career and Technical Education for the 21st Century Act (Perkins). 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.

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