

Memo

To: Dr. Tony Baldwin

From: Taylor Baldwin/Director of Career and Technical Education

CC: Susanne Swanger

Date: June 23, 2020

Re: Career and Technical Education Local Application Approval for 2020-2021

Career and Technical Education programs must adhere to all federal Perkins V requirements. Part of the Perkins V requirements is for Buncombe County Schools to submit a local application every 2 years to NCDPI for the state school board to approve. Before submitting this application- Career and Technical Education four-year strategic plan – the local Board of Education is asked to review and approve CTE's four-year plan and budget for the 2020-21 school year.

2020-21 Allocated Budget:

013 – Months of Employment	1083.57
014 – State CTE funding	\$327,666.14
017 – Perkins V funding	\$371,512.00

CTE Local Application Highlights:

- Addition of Project Lead The Way Engineering courses at each High School
- Program change of Carpentry to Woodworking and transitions to meet Perkins V
- Utilization of Interactive Career Education Virtual (iCEV) for remote learning curriculum to be available to all CTE
- Continuation of program improvement in all program areas (Furniture, Equipment, safety supplies, consumables, etc.)
- Support Career Awareness through virtual industry tours, internships, career counseling and Virtual Job Shadow. (Contingent on COVID-19 restrictions)
- Budgeting for possible teacher position to be paid from 014 for decrease in 013

I respectfully request that the 2020-21 CTE Local Application to be submitted for consent at the June 30, 2020 Buncombe County Schools' Board Education meeting.

Recommendation: Approval of the 2020-2021 CTE Local Application

Buncombe County Schools

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

PART 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

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.

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 at the middle and high school have the opportunity to participate in Students@Work and the BCS CTE system purchases Virtual Job Shadow to allow students to see business and industry in a virtual way. This online tool equalizes opportunities for students as it allows students with limited resources to explore various businesses and research many different careers. This program also allows students to contact other employers in the area who offer the same line of work. Many BCS CTE partners also host career events and invite schools/students so they can see first-hand the work environment and explore additional opportunities.

iCEV's online curriculum platform is changing the way Career and Technical Education programs prepare students for the workforce. With standards-aligned courses, iCEV is leading the way in bridging the gap between education and industry certification testing.

Students at the intermediate and middle school levels have access to Career Exploration courses offered in a variety of ways. High school students have access to programs in Agriculture, Business, Family and Consumer Sciences, Health Science, Marketing,

Technology, and Trade and Industrial Education. Numerous courses within these program areas are offered at both standard and honors/advanced levels and may vary from school to school depending on factors such as size of the school, teacher licensure, and the facility itself.

BCS CTE will join its partners and host a Work-Ready Showcase where local business and industry partners will be able to provide demonstrations, career booths, and awareness promotions for both middle and high school students. In addition, parents, teachers, and other faculty will be invited so everyone can support this important career-oriented effort.

Buncombe County Schools CTE works extensively with our local Chamber of Commerce, Workforce Development Board, and business/industry partners to continue to align course offerings and work-based learning experiences to the needs of our region. We currently have three certified career pathways: Hospitality and Tourism, Advanced Manufacturing and Healthcare. We are working to certify pathways in construction and informational technology. These pathways are all aligned with the immediate and projected future needs of our region.

CTE in Buncombe County Schools uses multiple means of informing students about careers and the education required for each. CDCs are very instrumental in speaking with students and helping them choose high school courses and postsecondary educational opportunities. We use Virtual Job Shadow, NC Career Cluster Guide, and CFNC to help guide career research and job outlook. BCS is currently investigating new career and college readiness tools to purchase for the 2020-2120 school year, to raise the level of student access to college and career information.

CTE programs and services supported through state and federal funds, are offered in intermediate, middle and high schools in Buncombe County. According to PowerSchool, last year's duplicated enrollment for students in grades 6-12 was 13,804. Of that, 4,271 students were in grades 6-8 and 9533 students were in grades 9-12. Many of these students were enrolled in more than one course, with numerous high school students completing a four-course sequence known as a Career Cluster. CTE supports teachers and CDCs through PRC 013 funds. However, due to declining ADM in grades 8-12 for this coming year, CTE will have to pay for at least two positions out of 014 or allow attrition to take place through retirements or departures.

Each year, BCS coordinates an Educators in Industry day in which we take educators from all intermediate, middle and high schools to tour area business and industry. Middle and high school students attend Students@Work each year to explore career opportunities that exist in our county. High school juniors and seniors participate in the annual Construction Career Day and College and Career Fair. CDCs partner with local business/industry to place students in internships, job shadowing opportunities and pre-apprenticeships.

As evidenced in Buncombe County Schools' Strategic Plan, CTE is an integral part of the total educational program and helps the system meet a key goal of graduating all students Career and College Ready. The CTE department continually strives to provide

opportunities for students to increase their achievement levels and grow both academically and in skills development. Students benefit when programs have the three components that work together to provide a total learning experience. These include programs that are: anchored in a quality, up-to-date curriculum; feature a work-based learning experience; and promote involvement in a Career and Technical Student Organization.

To assist students on their journey, teachers and support personnel must have the knowledge and skills to provide the foundations of learning the students need. Ongoing professional development is a must as curricula changes and best practices are shared in a variety of ways.

Using work-based learning opportunities and Career and Technical Student Organizations (CTSO's) allows students to not only learn technical skills but strengthen academic and workplace readiness skills that will be appropriate in business/industry settings.

Buncombe County Schools offers all sixteen national career clusters with multiple pathways for students to explore and complete. While some are easily obtained at the traditional schools, several of them are met by partnering with A-B Tech through the Career and College Promise Program. While not all schools offer each cluster, there are ways that each cluster is available for any student in our school system who would be interested.

Many students take advantage of additional opportunities made available through cooperative agreements with Asheville-Buncombe Technical Community College. As Career and College Promise (CCP) continues, students are able to earn college credit in high school either in the College Transfer Pathways or the Career and Technical Pathways. With this program, Buncombe County Schools works closely with A-B Tech to enhance course offerings and refine the CCP application process allowing for a smooth post-secondary transition and ensuring students are Career and College Ready.

CTE students are also able to earn college credit through a Regional Articulation in Career Education (RACE) program. This unique program allows students from five school districts (Asheville City, Buncombe, Henderson, Madison and Transylvania County Schools) to earn credit at either A-B Tech or Blue Ridge Community College. This opens opportunities to post-secondary advancement. Over 740 CTE students have earned articulated credit to date this year. Buncombe County Schools continues to strengthen our post-secondary partners as South College has become a great Institution of Higher Learning and this year we worked with Warren Wilson College to bring a new opportunity for learning for our students.

BCS CDCs do an awesome job identifying and testing our CTE Concentrators for the WorkKeys test. Approximately 99% of all concentrators are tested. This is an incredible accomplishment and takes tremendous time, work and dedication. CTE now works with Accountability as NC ESSA Plan calls for a different approach in Career and College Readiness.

CTE staff works to ensure all students know the process for completing a pathway and what it takes to progress towards graduation. Career Development Coordinators specifically review student transcripts and graduation plans to ensure they are completing a pathway based on their goals and interests.

Each year, BCS coordinates an Educators in Industry day in which we take educators from all intermediate, middle and high schools to tour area business and industry. Middle and high school students attend Students@Work each year to explore career opportunities that exist in our county. High school juniors and seniors participate in the annual Construction Career Day and College and Career Fair. CDCs partner with local business/industry to place students in internships, job shadowing opportunities and pre-apprenticeships.

All program area industry sectors are utilized in CTE programs. CTE seeks to increase opportunities for hands-on instruction and production work activities. Work-based Learning opportunities allow students to experience first-hand the “ins and outs” of a business. As much as we can, CTE brings learning alive for students.

All BCS high school greenhouses were recently renovated to ensure ADA compliance. These updates not only allow our students and teachers to conduct live projects in them but make an inviting area for members of the community when they visit as well. Community High School's greenhouse and agriculture space will be renovated as part their new building project.

All six high school Foods labs have been renovated to ensure they were ADA compliant. The North Buncombe High School, TC Roberson High School and Erwin High School labs are ProStart Labs and Enka High, Owen High and Reynolds High received substantial twenty-first century style and technology upgrades. TCR was completed in January 2018 and hosted Buncombe County's Hospitality Association and the Governor of North Carolina, Roy Cooper. These labs have allowed our students to excel in the Hospitality industry. Community High's new Foods Lab was completed within the 2019-20 school year.

Preschools will be an area of focus on our youngest children's' safety with the installation of cameras next year. BCS CTE has applied for a local grant in hopes to secure funding to add new preschool programs in the three high schools that do not currently have them (North Buncombe, Owen and Enka). This will help to alleviate some of the shortage of quality child care facilities our county is experiencing and will help to increase the number of certified child care workers by providing labs for Early Childcare Education students to complete their practicum and earn their certification.

Aligning to businesses and industry facilities helps us replicate the workforce standards providing relevance for our students. As for our other program areas requiring labs or "shops", they are furnished with updated furniture and equipment as needed. The Automotive Technology programs all completed ASE (NATEF) certification this year. As a result of the certification process, we will be updating some of the tools and equipment in the auto labs. Our Business, Drafting and PLTW Labs use computers that are provided

through MTAC funds however, CTE funds are now being used to update programs to Virtual Machining.

The Carpentry programs have the equipment they need to teach the NCCER curriculum and allow students to learn in a safe shop area. The Health Science programs all are approved Nurse Aide Training programs and have the equipment needed to teach students the skills needed for their CNA exams. The Welding program has new equipment and thanks to a generous donation from a local business- along with CTE capital funds- they received a new plasma cutter last year. This year we will have our Drafting classes work with Welding to produce student products and to further that, they will be able to travel to Nesbitt Discovery to see the HAAS equipment and use it as well.

The Graphics program at Enka High stays current with a MAC lab that is serviced by our Technology Department.

Internships/apprenticeships are offered to students at the high school to further explore their areas of interest. Our internship program continues to thrive; however, apprenticeships continue to be a little more difficult to introduce students in to. Buncombe County Schools has partnered with Mountain Area Workforce to participate in the Apprenticeship grant that will focus on increasing participation of students in the workforce.

Industry credentials are a valuable addition to high school courses. Students have an opportunity to earn the following credentials:

Career Readiness Certification: Bronze, Silver, Gold, Platinum

CPR

First Aid Certification

Fork Lift

Lead Teacher Equivalency Certification

Microsoft Office Specialist Word and PowerPoint

Microsoft Office Specialist Excel and Access

NCCER Credentials

NC Safe Plate

North Carolina Nurse Aide I

OSHA 10-hour Certification

Prostart I and II

ServSafe Food Protection Managers Certification

W!SE Financial

SP2 Certification

CTE will expand the credentials offered and will allocate funds to each school for student certification testing.

Due to character limits, entire document has been submitted to the Regional Coordinator.

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

All three high schools in Buncombe County (AC Reynolds, TC Roberson and Enka High School) who offer the Automotive Service Program renewed their accreditation during the 2018-2019 school year by Automobile Service Excellence (ASE - Formerly NATEF). Our teachers and students will continue to use the same curriculum standards, industry tools and resources, and then they will experience the power of personalized visits to both institutions of higher learning or to local auto shops in our area.

All three schools will receive some updated equipment and minor changes to facilities as a result of the re-accreditation process.

We will continue our efforts with AB Tech and work on alignment to ensure that smooth transition to the workplace and to ensure that our students have the skills they need to be successful.

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

<u>*Grade Level</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
6-8	4,064	6,455	6,322	4,709	4,421
9-12	5,365	10,562	9,788	9,843	9,631

* 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>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Nontraditional	1,339		1,897	1,960	1,895

Academically Disadvantaged		2,427	2,307	2,375
Economically Disadvantaged	5,386	4,928	4,524	4,408
English Learner	265	193	163	238
Single Parents	71	47	19	7
Exceptional Children	1,382	1,099	1,217	1,241
Duplicated Count Totals	8,443	10,591	10,190	10,164

ESSA Categories

Racial and Ethnic

American Indian or Alaska Native	36	33	14	16
Asian	123	106	99	96
Black or African American	715	598	711	676
Hispanic/Latino	1,235	1,332	1,386	1,502

Native Hawaiian or Other Pacific Islander		17	19	26
White	7,590	7,224	7,122	6,870
Two or More Races	476	449	452	491
<u>Gender</u>				
Male	5,307	5,321	5,380	5,343
Female	4,879	4,438	4,423	4,334
<u>Other</u>				
Migrant	20	23	28	20

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

Buncombe County is in Western North Carolina. Sprawling over six hundred and sixty square miles of valley lowlands and mountain coves, Buncombe County is home to over 244,490 residents. Asheville, located at the confluence of the French Broad and Swannanoa Rivers, is the county seat as well as the economic and cultural center of Western North Carolina. Buncombe County enjoys a broadly-based economy supported by a thriving tourist and convention enterprise, widely diversified industry, forestry and agriculture.

The 660 square miles of Buncombe County, the largest county in the region, lies on the western slopes of the eastern continental divide. It is bounded on the north by Madison and Yancey Counties, on the east by Rutherford and McDowell, and on the west by Madison again and Haywood, with Henderson on the south. The five largest economic clusters in Buncombe County are: Health Services (18.6%); Government (15.7%); Retail (13.7%); Leisure and Hospitality (13.7%) and Manufacturing (10.9%). Other areas make up the rest of the economy and support the regions' workforce also. Mission Hospital and Buncombe County Schools are the regions two largest employers with over 4000 employees.

Buncombe County Schools has a reputation for educational excellence. The system completed a successful AdvancEd visit three years ago. BCS revised its purpose and direction statements last school year and has updated its strategic plan. BCS new Purpose Statement is: To provide safe and engaging learning environments that prepare students for their tomorrow and the new Direction Statement is: Our students will become successful, responsible citizens in an ever-changing global society.

BCS is the thirteenth largest school system in the state and the largest district in Western North Carolina. We employ nearly 4,000 people and serve a little less than 25,000 students, making Buncombe County Schools the county's second largest employer. More than 70 different languages are spoken in our 44 schools (23 elementary schools, 4 intermediate schools, 7 middle schools, 7 high schools, 1 middle college, 1 early college, and 2 special schools/programs). There are around 2100 licensed positions which may decrease depending on the state budget. Our operating budget totals 290 million dollars, with an average per pupil expenditure of approximately \$7,607. Buncombe County Schools has a great relationship with the county commissioners which also provides funding to our school system.

A successful Career and Technical Education program is integral to the overall success of the school system. BCS opened four intermediate schools and Nesbitt Discovery Academy. NDA is Buncombe's first STEM-themed high school and aligns closely with the Asheville Chamber of Commerce's 5X5 Industry Career Clusters that drive economic development for Buncombe County. NDA graduated its first class in June, 2018 with over 95% of the students their concentration as PLTW plays a key role in the school's STEM Pathway.

Articulation agreements with A-B Technical Community College and Blue Ridge Community College provide a stepping stone for a seamless transition from high school to college. Through these partnerships, other instructional and professional development opportunities arise for our students and teachers.

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

Rural

3. Describe special relationships, such as partnerships with other providers, and with volunteers, customers and stakeholders, or customer and stakeholder groups:

- a. Provide a narrative describing your district's Pathway Partnerships. Specify:

Several years ago, Buncombe County Schools worked to strengthen the Hospitality and Tourism Pathway as we highlight the existing activities that we already provide and create awareness for additional enhancements that can assist in the area. While

working with our strongest partners, the Biltmore Company, the Asheville Chamber of Commerce, Mission Hospital and A-B Tech, we were able to provide professional development to our high school administration and our central office personnel showing them the impact that Hospitality and Tourism has on our county and the post-secondary opportunities available at the community college level. While many components were in place with this pathway, one that was missing was a Career and College Promise Program. We have worked actively with A-B Tech to develop a CCP CTE Pathway focused on Hospitality and Tourism and will continue this work next school year. This is a significant step in our pathways work as the development of this CCP Pathway fills a gap that was missing for our students. ---Result--- Certified Career Pathway Hospitality and Tourism

Another area of focus that we continue to work on is with our Advanced Manufacturing Partners. Getting stakeholders to understand the "new" manufacturing is a challenge and we are always looking at different ways to promote this industry. The Raising Awareness of Manufacturing Possibilities (RAMP) campaign continues and this year consortium partners will again work to collaborate and join forces on possible grant opportunities. While each of the three secondary school systems have submitted pathways that relate to manufacturing, the industry is large and includes many possibilities. The outcomes for students still remain the same- a seamless transition: high school graduation, industry recognized credentials, post-secondary certificates/diplomas, entry into the workforce, and continued advancement will be common.---Result--- Certified Career Pathway Advanced Manufacturing

Last school year, it became increasingly clear just how many clusters overlap and how important it is to show ways that CTE can support industry specific clusters. For example, at the Hospitality Cluster Meeting, numerous workforce partners indicated that they needed people to work the front desk, maintenance, and do other jobs. During a Students@Work visit with Mission Health, they promoted their jobs using the 16 Career Clusters.

For 20-21, Buncombe County Schools will continue to work with our Work-Ready Advisory Council and the Mountain Area Workforce Board to identify program areas to support specific industries and clusters. Whether it is through grants, the result of general assembly legislation or continued work, BCS will merge the needs of our community and promote pathway opportunities to our students.

CTE will begin work on a CTE Online Remote learning where students can complete their CORE subjects online and then come to a CTE Teacher and work on the career aspect of the project. This strengthens the project and helps build a personal connection. CTE will utilize ICEV by CEV Multimedia to provide the online support for Students and Teachers.

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

Buncombe County Schools is extremely fortunate to be able to provide a Career Development Coordinator at each high school. The CDC works with their local district middle school to build a connection with students and provide guidance on CTE courses and pathways offered at the high school. The CDC is the CTE expert at his/her school and serves all teachers and students at the school. CDCs perform a wide range of career and academic counseling duties and works in concert with school counselors at each high school to provide services in a team approach. CDCs use a variety of web tools and supports provided by CTE and BCS so that students have the best possible resources and guidance to ensure their success and progress towards graduation and meeting their goals of college and career readiness. CDCs present at local, state and national conferences as they are seen as leaders in their roles.

CDCs also work closely with the Graduation Initiative Counselors providing career guidance and support services to students who may need additional assistance. This special attention has also been a factor in decreasing the number of drop-outs at each school and has been instrumental in getting student back on track towards graduating on time.

Students also have access to Virtual Job Shadowing. The middle school students participate in Students@Work Week activities and hear from guest speakers to familiarize themselves of careers in our area. High school students have a variety of work-based learning opportunities and interact with numerous workforce partners and post-secondary institutions.

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

The Information Technology Cluster will be highlighted

Secondary coursework- highlighted by the coursework offered in the middle and high schools in CTE

Articulated Credit- highlighted by the Regional Articulated Career Tech

College and Career Promise Pathways- highlighted by opportunities to earn post-secondary credit

Earned Credentials- highlighted by the stackable credentials available to students

Work-based Learning- highlighted by internships, summer experiences, Students@Work, etc

Current Attachments

Note: Attachments should include a minimum of three pathways and Advisory Board Membership/By-Laws

Attachments

[Business Cluster Support and Standalone 5-9-2016.pdf](#)
[Health Science Pathway 4-23-2017.pdf](#)
[ABMCPP Advisory Council Membership Final -5-8-2018.docx](#)
[IT Cluster for Coding 20-21 \(2\).xlsx](#)
[MAWDB.Mtg.10-23-18 minutes Fall Advisory Meeting 2018.docx](#)
[MAWDB Agenda October 2018-Business Advisory Council Fall 2019.pdf](#)
[Advanced Manufacturing Pathway \(1\) \(1\).pub](#)
[PLTW Technology Cluster \(1\).xlsx](#)
[Final CTE Bylaws ABMCPP 20-21 sign.docx](#)

d. Describe Business Partnerships and Advisory Councils. Specify:

Buncombe County Schools values the numerous Business partnerships that we rely upon each year to guide and shape CTE. This year to comply with General Statue SB257- Buncombe County Schools joined with Asheville City Schools and Madison County Schools and our local Mountain Area Workforce Development Board to formalize our Advisory Committee. With a strong working relationship already in place, each school Board and CTE Director, felt this was the best way to utilize talents and resources. The establishment of this Council will bring additional business and community partners allowing us to continue to promote the benefits of Career and Technical Education. Our Advisory Council's membership complies with the law and our bylaws are in place. We introduced this back in September 2017 and each of the three Boards of Education voted on this method.

The Advisory Council allows us to keep our pulse on the business community as we look at economic sectors and trends; provides us relevance for our current and future CTE programs; and ensures that our programs align with industry standards and are providing both academic and content skills that are needed in the workplace.

The Council, the Asheville Chamber of Commerce, and numerous other business and educational partners in the areas provide our students with additional opportunities allowing them to learn outside of their classrooms through industry visits, internships, guest speakers, etc.

Our teachers benefit greatly from these efforts as can participate in professional development opportunities hosted by industry experts. An example of this was through the Computer Science Summit which was held in April at the US Cellular Center. This event was designed to highlight need for a Computer Science Pathway. Since our Consortium had received the NCDPI Coding Grant, this was a natural fit for us to pursue. Although, this currently sits in the Business and Finance and Information Technology Section at NCDPI, it is our hope that the pathway can be expanded to include the PLTW Courses that are available as well. The Friday Institute out of Raleigh, conducted a Computer Science Symposium, to highlight what was going on in WNC and the need to bring Computer Science to this area.

We know that through hands-on experiences and quality curriculum, we can enhance our students' learning in this very important area. Showing the connections from middle to high school and high school to post-secondary promotes continued job growth and development, we will and will continue to highlight this through our career fairs, curriculum pathways, and summer camp experiences.

The Advisory Council's focus will be highlighting the CTE areas of:

Articulation:

A regional articulation agreement called RACE (Regional Articulation in Career Education) was established in 1985 to provide college credit for high school courses. Our current agreement provides the opportunity for students to receive college credit in the following areas: Automotive Technology, Business Education, Drafting, Computer Engineering, Marketing, and Welding. Our Automotive Technology articulation agreement has been updated to reflect advances with ASE certification by all three high schools in Buncombe County.

The RACE agreement is updated annually. Selected secondary and post-secondary teachers meet to work on vertical alignment and articulation. Each year, secondary and post-secondary educators meet at one of the community colleges to review selected courses on the state and our local agreement. Educators looked at competencies to ensure courses directly aligned. If courses from the high school had areas that needed to be included, the decision was made to integrate them into the honors courses so that students who continued in programs at AB Tech and BRCC would have a strong foundation and could continue successfully in curriculum areas.

Honors Level Work in CTE:

With the new honors weighting system for community college courses, being able to count select CTE courses for additional math credit, and students being able to earn college credit for free, our post-secondary partners continue to be one of our best resources and ways for our students to get ahead in their futures.

Another goal of the committee is to devise a smoother process that will allow students who earn the credit to claim the credit. Our current practice works, however, the members of the committee feel that more students would take advantage of this

opportunity if the process was easier.

Marketing Career Pathways:

Business, community and educational partners drive what we do. For example in Advanced Manufacturing- Baldor, AvL Technologies, Linamar, in STEM- Duke Energy, Market Connections, FLS Energy, WNC Farmer's Market, in Hospitality and Tourism- Biltmore, ALOFT Hotel, Grove Park, the Asheville Chamber of Commerce, Health Care- Mission Hospital, Care Partners, MAHEC, South Eastern Sports Medicine, and many others. For Advisory Councils- Asheville Home Builder's Association, MAWFB Youth Council, AB Tech Manufacturing Board, Asheville Chamber of Commerce Education Board and the Students@Work Planning Board. We must celebrate these and let others know how they fit into our systems.

Also working with the Raising Awareness of Manufacturing Possibilities (RAMP) Advisory Group. This group consist of local elected officials, local manufacturers, local economic development partners, secondary and post-secondary partners, and others who are working towards common goals. This group has met and will continue to meet often as the image of manufacturing is changing and they are seeking a more dynamic workforce.

Bringing in other businesses and industry partners and showing students various levels of jobs and careers help to promote skill building and sustainability of this important economic cluster in our region.

- 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*

Teachers*

Business Advisors*

Special Populations Reps*

Labor*

Parents*

The Director of Career and Technical Education and the Career Development Coordinators participate in formal and informal meetings where a variety of information relating to course content, course offerings, academic integration, post-secondary articulation, Career Pathways, Career and Technical Education Performance Indicators, EVAAS data, credentialing and assessment data,

implementation and performance, is gathered and shared . Involved in these meetings are building level administrators, curriculum staff, technology staff, Special Need's staff, teachers, Career Development Coordinators, counselors and the Associate Superintendent of Curriculum.

Also, through the work of the CTE Advisory Council meetings (which includes students, business advisors, teachers, parents, special populations representatives, and industry/labor advisors), issues relevant to CTE are discussed and everyone provides input to reach a consensus. These meetings are held formally twice a year and then informally throughout the year.

Whenever possible, it is crucial to meet with business and industry representatives, parents, and students to receive input on CTE and what their needs are so that this can be a perfect way to ensure the stakeholders know and understand the importance of Career and Technical Education.

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

Buncombe County Schools uses the Data Sequence Model that drives continuous improvement and is embedded throughout the system as evidenced in our strategic plan. This model allows for the review of data through a series of sequential steps and allows for discovery of why data is what it is and then plans for steps to guide improvement. This, coupled with our system's commitment to the use of PLCs (Professional Learning Communities), allows CTE to explore and evaluate data and to discuss steps on moving CTE forward. System-wide PLC dates will be used to conduct group-alike sessions to evaluate and strengthen curriculum programs, the honors program, advanced studies and other CTE related initiatives that are implemented throughout the year.

This year we will ask our CTE teachers to work with academic teachers and share PLC time with them. We hope this will help strengthen each area, but especially everyone's view of the importance of academics in CTE.

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

See individual school reports provided via PowerSchool

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

Professional Development is the key to success for both teachers and students. Buncombe County Schools is located in Western North Carolina which is known for a higher cost of living than some other places and we struggle to attract and retain Health Science Teachers, FACS Teachers and Technology Education Teachers. To that extent, the CTE Director works closely with the Personnel Department to attend teacher recruiting visits at college campuses and local job fairs. Promotional materials will be purchased through CTE to promote and show what CTE looks like so the personnel department can use them when they go recruit. An emphasis will be made also on networking with local public and private Human Resource Departments and organizations to help identify strategies for recruiting potential employees.

Once CTE hires teachers, CTE supports professional development by providing financial assistance to teachers taking the induction courses sponsored by NCDPI and licensure requirements if the budget allows. Professional Development efforts for both new and veteran teachers will continue for the 2018-2019 school year and will be a point of emphasis as the requirements for teacher renewal is changing. Digital Literacy credits will be needed by a large group of teachers, therefore it is important to offer professional development that will focus on content and use some type of digital tool to use to teach it.

Buncombe County Schools also has a strong beginning teacher program that all new CTE teachers complete. If CTE needs to provide extra support for new CTE teachers, the CTE Director believes that visiting other teachers throughout the district is an important part to the process as well and supports this too.

The CTE Director also believes that supporting new teachers by allowing them to attend CTSO activities is a good strategy so the new teachers can learn the value of being a CTSO sponsor.

The CTE Director is fully committed to support all CTE teachers and CDCs who attend Summer Conference and other professional development that NCDPI sponsors, SREB, or that ACTE/NCACTE sponsors.

Professional Development is the foundation for our teachers' success. Stipends are provided for teachers who attend professional development while not on contract. These activities support the four key components for CTE Professional Development: training on effective integration of core academics and CTE; showing all aspects of industry; exposing teachers to business through shadowing and Teachers@Work experiences; and technology.

Teacher housing will be available this year for any teacher who wishes to live in the Baldwin-Williams Housing Complex. These apartments are new and will be available until filled. This is a new program and is needed to help combat the high cost of housing in Buncombe County.

BCS has great internal resources, however, it is great to partner with educational

organizations like WRESA, Western Carolina University, and South College to extend those opportunities for our teachers.

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 [Catherine Pollock](#) , [AB Tech](#) for College Tech Prep performance requirements.

For College Tech Prep performance requirements.

Asheville- Buncombe Technical Community College, through numerous events, is a very good partner for BCS.

This partnership will be strengthened by:

1) Providing professional development activities for teachers, counselors and administrators to accomplish Career Readiness goals of education/career guidance for students, integration of academic and Career and Technical Education and articulated credit.

2) Ongoing review/revision of the regional articulation agreement (RACE).

3) Continuing Hospitality Camp for Career Academy students- The Hospitality Camp will be a joint effort between the BCS County Commissioners, local business and industry partners, A-B Tech and Erwin High School where students complete a paid work experience and build on what they learn from year to year.

4) Continue summer camps for rising 9th grade students. Camps will be open to all rising 9th graders in Buncombe County, Asheville City and Madison County Schools. Summer Pathway Camps will focus on our targeted pathways and help raise career awareness. Students will learn about curriculum areas at both the secondary and post-secondary

levels and complete hands-on, relevant projects that promote twenty-first century skills.

5) Reviewing and strengthening the work-based learning programs and business/industry partnerships.

6) Partnering with A-B Tech and Asheville City Schools and Madison County on the RAMP Grant that focuses on Advanced Manufacturing.

7). Partnering with A-B Tech and UNC Asheville through the Cooperative Innovative High School agreement for Nesbitt Discovery Academy.

8). Continuing with the roll-out of the Career Pathways grant that we received in 2017-2018 and help with the Coding grant through NCDPI as the Computer Science CCP Pathway needs to be expanded.

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.

Our most critical suppliers are our parents. They choose to send their children to BCS, entrusting our staff with their safety and seeking a quality education. BCS is committed to honoring this trust and we take our responsibility very seriously.

Parents are also our most valued partner. We must work together for the benefit of the students. We also have many other partners to accomplish this goal: local business/industry, elected officials, teacher preparation institutions, government support agencies, and post-secondary education providers.

Technology provides ways for schools to communicate with parents to relay career information. CDCs provide links on school websites that allow parents to actively engage in discussion with their children. Whether it is graduation requirements, providing information on college, military or careers, the resources are literally at one's fingertips.

As part of the curriculum team, CTE led the initiative to develop a comprehensive, district-wide course guide. This guide details graduation requirements and highlights CTE pathways and credentials that students can earn. It is available in both printed and online versions and allows Buncombe County Schools to have one document that everyone could reference. The CTE Department maintains the course guide and is in charge of updating it to reflect any policy changes, new courses, or edits needed.

PowerSchool's parent portal is a great resource for parents so they can be "involved" in their child's daily activity. All CTE teachers have been trained to use this important communications tool so parents can see the value of lesson plans and timely evaluations and can monitor their student's learning in all CTE classes.

By having tools such as PowerSchool that can help track students' progress towards graduation helps students and parents stay focused and aware of the opportunities available for them and allows them to plan the students' four years of high school and monitor their progress along the way. This also allows students and others to monitor their progress towards the new diploma endorsements.

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

Proximity to teacher licensure programs for lateral entry teachers has been a problem in the past. However, significant gains are being made in the development of on-line programs to attain teacher licensure. This becomes even more crucial as teachers in high need areas are becoming harder to recruit to the teaching profession. CTE continues to experience a need for Health Science teachers and Agriculture teachers who meet the requirements for licensure. As licensure continues to evolve, ways professionals can enter the field should be explored and evaluated. The online licensure portal creates challenges for us on the local level and needs to be looked at as far as user friendliness.

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)

Career and Technical Education (CTE) is an integral part of the Curriculum Department in Buncombe County Schools. Through curriculum alignment and integration activities, CTE is a major force in curriculum in Buncombe County Schools.

CTE played a key role in Buncombe County Schools Race to the Top initiative. With STEM being a major component of our RTTT efforts, CTE partnered with PLTW and introduced this program into all of our seven middle schools. This program has had an incredible impact in our district and our schools have received visits from other school systems and other visitors to see the program and its impact. All schools have established TSA Chapters have competed at local and regional robotics competitions. Several schools have participated in state and national competitions as well. Through PLTW, several companies have partnered with schools to assist with these efforts and to bring relevance to what they are doing in the classroom. With its expansion, these efforts continue to

bring a strong STEM curriculum focus to our middle schools.

Nesbitt Discovery Academy received Innovative High School status from NCPI and through the General Assembly. This status allows the school flexibility of curriculum and staffing. This exciting STEM-themed high school is innovative and features CTE Work-based learning experiences for every student bringing that real-world relevance and learning that CTE is known for to each student. In addition, since business and industry drives the mission of the school, preparing students for careers in Buncombe County, the valuable community support provides the perfect avenue for Pathways to Prosperity work. Also, it assists to engage local post-secondary partners in alignment to ensure a seamless transition for students while allowing them to graduate Career and College Ready.

CTE plays a major role in this new high school as student enrollment increases. PLTW Engineering curriculum is considered to be the core curriculum at Nesbitt. All students take at least two levels of PLTW and then have the opportunity to take additional courses. Math and Science teachers are also trained in PLTW so that the integration of core academics is seen throughout the entire theme of the schools. The CTE Director works with the Business Advisory Board and continues to support the principal and staff.

Nesbitt Discovery Academy was recognized as a 2017-2018 PLTW Distinguished School. This was a great honor as they were one of 340 PLTW schools across the country and 1 of 6 in North Carolina to be recognized. For the 2018-2019 school year, Nesbitt will continue to expand its courses by offering Engineering, Design and Development as a capstone course.

As mentioned in a previous section, using data to drive improvement is a focus in Buncombe County. CTE continues to provide quality programs at all intermediate, middle and high schools and look at each school to ensure proper courses and course sequences are being taught and offered. Ensuring courses align with our economic clusters is a must as this helps ensure economic prosperity for our future.

Student credentialing is also a very important part of each program and students must know the value of each credential. Therefore, ensuring effective promotion of this is key at each school. Showing how this aligns with business/industry is also very vital and must be communicated to all stakeholders.

Another key push in our system is to bring academic and CTE teachers together to merge academic and CTE and bridge the divide. Efforts such as Career Awareness Day at both the middle and high school levels, allows for bringing Science, Math, CTE, Counselors and Administrators together for a day of industry visits and standards review as a way to share best practices. Students@Work also provides hand-on experiences for both middle school students and teachers allowing to expand cross curricular dialog and support. CTE held its first Career and College Fair with over 100 business/industry/education and community partners during the 17-18 school year and again in 19-20. We will continue this effort during the 20-21 school year and expand it to include more community

partners and open it to parents at night. We will also involve additional partners (Mountain Area Workforce Development Board and the Asheville Chamber of Commerce) to increase our participant base.

Another way CTE is helping to support academic areas is through school-wide PLCs. This valuable professional development helps teachers see which CTE standards are taught and how they align with academic standards. By pairing these two curriculum areas, teachers are able to fully integrate and enhance standards taught in both areas.

CTE teachers are encouraged to work with their academic colleagues on objectives that overlap curriculum areas and team teach when opportunities are available. Often teachers are teaching the same standards and by collaborating with each other, students can often gain additional supports from both teachers. Sometimes just reaching across the aisle and offering a hand opens doors and fosters goodwill and growth. Funds will be allotted for professional development for an academic integration workshop so this type of work can happen. Also, academic teachers will be asked to chaperone CTE field trips and attend CTSO events to see academics in action.

Innovate to Integrate Grants (ITIG) began during the 17-18 school year and will continue during the 20-21 school year. The grants allowed for collaboration and the creating of lesson plans, but need further time to be fully implemented.

2. Describe changes taking place that affect performance and success.

a. Growth or declines in enrollments (Specify):

Buncombe County's population may be increasing, however, enrollment in Buncombe County Schools is declining due to a decline in students leaving the district to attend charter schools and being home schooled. BCS ADM enrollment for grades 8-12 fell by over 300 students. This looks to be the trend in WNC in all local educational systems, except Asheville City Schools.

As mentioned earlier, since the planning allotment indicated that CTE will lose a minimum of 3.5 teachers in 20-21, CTE will take immediate action and purchase all half-time intermediate positions out of 014. This will provide two additional full-time teaching positions that we would, otherwise, lose this year. Other ways to make up this cut will be through attrition. One additional factor that plays into this is the new provision in the General Statute for 12-month Ag teachers. I have two Ag teachers who I will be wavering this year by their choice. One is at our alternative school and one splits time between a middle and high school. This really hurts an already strapped budget and will force us to cut another position next year.

CTE Teachers will be encouraged to market their programs in the middle school in hopes that this will generate excitement and help build enrollment in grades 8-12 so

the decline in CTE MOEs will increase and we will not lose additional teachers.

It is projected that for the seven Buncombe County middle schools, each school will lose at least one teacher and some up to three. This is due to increase in charter schools and in private school enrollment specifically at that age level. While opening Nesbitt Discovery Academy helped with high school marketing, Buncombe County Schools finds itself in need to show its strength, which is its people and curriculum programs that are offered.

CTE can help with this by highlighting the innovative programs such as those offered in the STEM cluster and focusing on modernization and economic development which is a goal in the NC CTE Strategic Plan.

When Community High School's School Improvement Grant ended, it resulted in the loss of a CTE program. However, through other fund sources, Community was able to hire a new CTE business teacher to teach courses that count as the 4th math for graduation. This benefits the students at Community High and allows them to earn industry credentials that will help them after graduation. Last year, CTE picked up this position and asked the teacher to acquire his FACS certification so students can take multiple courses. Due to the size of the school, funding is always contingent on enrollment. Community High teachers were placed on notice that if their enrollments do not increase they would see a loss of a half-time position at the semester break.

Non-traditional enrollment and completion continues to be a concern. By addressing specific strategies to strengthen enrollment and completion of non-traditional students, CTE will try to use various online and in-person resources to help increase awareness in these areas. Career awareness and trying to hire non-traditional teachers will be a strategy to help with this.

Enka Intermediate School opened and the balance for sixth grade shifted from four traditional 6-8 middle schools to three. As middle school testing drove the need for each middle school course to be 45 hours, CTE lost over 2000 student enrollments. This along with the declining school populations will again bring a need for a reduction at the middle school level during the 20-21 school year.

As mentioned earlier, since the planning allotment indicated that CTE will lose a minimum of 3.5 teachers in 19-20, CTE will take immediate action and purchase all half-time Intermediate positions out of 014. This will provide two additional full-time teaching positions that we will lose this year. Other ways to make up this cut will be through attrition.

One advantage of the redesign from last year was the introduction of a new STEM-themed course- PLTW Medical Detectives. This program is highly engaging and brings science and math to life. Schools will continue PLTW and be able to offer courses in Family and Consumer Science, Agriculture Education, Business Education, and/or Career Development. While all of these will not be available at each school, they will continue in the district based on the needs of the

school/community.

CTE intermediate/middle school programs phased in a new accountability model from NCDPI via SchoolNet. As NCDPI continues to monitor the reliability of data from middle school testing, BCS CTE will use this school year to study a middle school career academy model, a year-round school model, and a model based on the old wheel concept. That model will still be available, however schools need to look at enrollments to see if courses have enough to meet a teacher/student ratio. If needed, AB Tech faculty and staff can come in and teach some of the CTE courses through CCP.

b. New equipment?

BCS purchased equipment necessary to upgrade and enhance our Career and Technical Education programs at all schools as dictated by equipment standards and/or as necessary to teach the competencies outlined in the course blueprints. Special emphasis this year has been placed on program improvements.

Decisions on purchasing equipment and supplies are made by teachers and the CTE Director. Providing the most up-to-date equipment is critical for students success. The CTE Director works with the district's Media and Technology Committee (MTAC) and uses local capital outlay when possible to help defray costs to CTE.

The CTE Department will continue to work with the Maintenance and Facilities Directors and provide curriculum support for the ongoing ADA compliance projects. Also, the ACRHS Foods Lab will be the last lab to complete for our Voluntary Compliance Report that we submit to NCDPI each year. Since several funding sources are used in these project, BCS Capital funds the large items and CTE will fund small equipment and small wares and may have to assist with additional expenses as they arise. To ensure the Foods labs have the proper technology devices, CTE will purchase the AV packages for the ACRHS lab and any new tables and chairs/stools that will be needed.

PLTW programs will need updated equipment as they continue to grow and as Nesbitt introduces its final course. CTE will also continue to support the expansion of VM Ware which will allow Virtual Machining throughout the district.

Funds from the coding grant allowed us to purchase tablets and we will purchase additional equipment to further the Computer Science Pathway. We also will use funds on software and teacher laptops to support this new initiative.

Owen High School received a dedicated computer lab to run its Digital Design & Animation and Game Art Programs. We will continue to work on the labs for these courses as we fine tune VM Ware for the courses and add them to TC Roberson High School.

Health Science, FACS, T and I, and Agriculture programs, replacement equipment may be needed, especially if deemed for safety reasons. Schools needing equipment updates in labs/shops will be required to have their current equipment evaluated by BCS Maintenance Department to see its condition and what their recommendation is. We will use the new equipment guide to ensure all courses have the what they need and that it is up-to-date.

For those needing to purchase new equipment, they will follow all BCS protocols on purchasing and operations. First and foremost, safety is our number one concern and any equipment not meeting the safety guidelines, either needs to be submitted for repair or replacement.

c. New technologies?

As technology changes and updates, it is crucial to continue with updates for teachers and labs. The CTE Director worked with the Director of Technology to provide equipment needed for a Virtual Machining Protocol. This new technology will allow all of the computers in our system to run all of the programs needed regardless of the type of machine they have. VM-Ware is being run on college campuses and large IT companies. It is a new way to think about program disbursement.

The CTE Director also worked with the Media, Technology Advisory Committee to replace labs where needed and update individual computers as well.

G-Metrix will again be purchased for all high schools as it is a way for our students to train for the Microsoft certifications. This program was piloted at one school with great success and now it is time to expand to the other schools. Other credential preparation software may be selected by individual teachers or departments.

TV Monitors and Drones will also be available for teachers as they plan on using sophisticated and up-to-date equipment to all students who will be attending. Professional Development will be needed to implement these new technology innovations and bring learning alive.

CTE will equip our on-site childcare facilities with video cameras. This will enhance our safety for our students and families.

d. Funding?

CTE receives both state (operational 013, 014) and federal funds (program improvement 017). These restricted funds are spent for continued program operation and program improvements with the majority of these budgets being spent on supplies and materials for classrooms, technology, and equipment. Funds are also

spent on teacher and support staff professional development, substitutes, and Career and Technical Education Student Organizations (CTSOs).

For PRC 013, months of employment, 1112 months are currently allotted for Buncombe County Schools. Realizing this is a planning allotment, and knowing that other reductions will occur, CTE will rely on various methods to continue providing a comprehensive program throughout the district. Using enrollment figures to assist where needed, CTE may re-position staff throughout the year or use other funding sources if needed. Currently, two CTE teachers are funded with ADM positions. This funding can be used to employ teachers from any curriculum area. Two schools have chosen to dedicate this funding to Career and Technical Education because of student demand for CTE courses. If these schools choose to move those positions, then this will impact CTE positions. Middle schools will see a change this year, however this could change if legislation allows for additional funds to serve this age group. CTE will work with all intermediate, middle and high schools to support their programs and provide the services they need for the success of their students.

Personnel is my greatest concern this year, as having to reduce our taker load by 5 position, it hard.

For PRC 014, monies will be spent to continue operation of programs in the schools. However, the funds available will be considerably less than in 17-18, as personnel cuts will force us to pick up 20 months of employment (.5 out of every middle school) out of 014. This reduction will only be seen in supplies and materials and will not be seen by others.

PRC 017 allows for program improvements which are needed each year to stay current with the trends in the work world. State and Federal funds are budgeted based on the CTE plan. For supplies and materials needed by teachers in the schools, funds are distributed based on CTE enrollment. This is a fair and equitable way to provide funds to the schools. For large purchases, personnel, teacher support, support services expenses, etc., those funds remain at the county level and are managed by the CTE Director.

e. Labor market?

The current labor market is tending to trend upward with an increase in manufacturing jobs. The service industry continues to fluctuate depending on the seasons. It is important for them to continue to work on revitalizing their market to thrive year round. The top employer in Buncombe County remains Mission Healthcare system with Buncombe County Schools a distant second.

This region had the lowest unemployment rate of any region for a couple of weeks. It is really exciting that we have people working, however, businesses can now be selective in who that person looks like.

The four major cluster areas that the Chamber of Commerce is focused on are: Health Care, Science and Technology (Climate and Sustainability), Advanced Manufacturing, and Arts and Culture. A fifth cluster area, Knowledge Based Entrepreneurship, overlays each of these and is valued in each cluster. A strong entrepreneurship focus is an economic driver in Asheville. The Chamber continues to recruit businesses to our area with the lure of having a strong community college and multiple public school systems. CTE can align courses offered with these to ensure that we are providing a skilled workforce and one that will serve as an economic driver for Buncombe County.

To bring awareness to these clusters, during the 2019-20 school year Buncombe County School middle school students will again participate in a week long Students@Work experience and plans will be to continue to partner with the Asheville Chamber and other businesses to highlight these economic clusters so vital to our community's vitality. A high school component will be added as well.

As Discovery continues to shine, an increased emphasis on the Advanced Manufacturing and Applied Engineering cluster will continue to be highlighted. Continuing with the RAMP project will be key, as will work with Mission with Mission Possible and Duke Energy with Discovery's new I-3 grant. Industry partners in the STEM career cluster area continue to bring innovative practices and highlights to this area. One hundred seniors from Nesbitt Discovery Academy will be involved in a work-based learning activity. This was a non-negotiable when the school was designed.

As Mission and the Health Care Sector continues to grow, we will explore a Health Care Academy to see if this might be a model to incorporate in other locations. Also, a Work Ready Academy may be explored to include career paths that will support our economic needs. This Work Ready Academy would be a collaborative model between multiple groups.

Work with industry partners will continue as emphasis is needed on non-traditional roles in STEM careers being featured. The power of mentors also needs to be highlighted and those able to assist need to be spotlighted as mentoring programs are needed in all career areas so students have a personal connection to call upon.

Numerous connections from business and industry will continue as work with the Workforce Board's Target Cluster Work Groups continues. A great need for this year, will be for a district wide career fair that engages all sector partners and allows all juniors and seniors to attend. This is a high priority for our system and will be a goal for the new year.

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.

Performance reviewed for the following systems:

Iredell-Statesville

Catawba

Cleveland

Davidson

Buncombe 54.9 42.7 86.0 98.2 99.0 94.3 26.1 30.5

West 51.1 42.0 83.7 98.4 99.0 94.6 25.7 28.9

State 49.8 42.7 78.5 98.8 99 95.4 28 32.9

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.

Did your district receive the CTE Grade Expansion Grant?

If yes, please use this link for reporting purposes:

<http://bit.ly/CTEReport67>

- a. In your locality?

An ongoing focus of Buncombe County Schools CTE programs is to strengthen integration of academic core curriculum. To be successful in meeting Perkins IV performance standards this must occur both at the high school and middle school levels. The measures for CTE academic attainment are the same as the state's accountability model. With the READY graduation requirements and the Diploma Endorsements that began last school year, CTE's focus on academic integration and support can only strengthen a student's body of work and enhance a school's academic performance. CTE will continue to focus on literacy and math standards for Academic Attainment improvement and continue to work with academic coaches and teachers through PLCs. Working through curriculum coaches and specialists in all core areas, CTE teachers can overlay their standards and design relevant lessons that can be team taught or supported in several curriculum areas. Professional

Development designed with outcomes to strengthen general numeration and technical vocabulary will be a focus for everyone.

CTE will continue to work on the implementation of Career Clusters which receives updates each year to stay current with business and industry. Also, CTE will continue working with schools, the Career Readiness Coaches and the Graduation Initiative Counselors to help students not only graduate, but be READY for either a post-secondary institution, the military or the workplace. CTE data shows that the percentage of students who take a four credit concentration graduate from high school at a higher rate. This is evidenced by data showing the graduation rate in Buncombe County Schools of 85.2% and CTE students, in Buncombe County Schools, who complete a four credit sequence, have a 98% graduation rate. CTE works and it is for every student whether they are college or work bound. A major marketing campaign will be rolled out to reach both internal and external stakeholders and show the benefits of a comprehensive CTE program to each group.

Another major initiative for the 2018-2019 school year, will be to provide the necessary resources to programs to ensure students gain essential twenty-first century skills. This will require equipment and technology updates, as well as a focus on essential workplace skills such as creativity and innovation, critical thinking and problem solving, and communication and collaboration. ACRHS Foods Lab will be updated, resources will be allocated to ensure this lab and the other labs have the supplies and equipment they need to allow students to learn in state-of-the art facilities and prepare them for post-secondary or work experiences.

Also, industry recognized credentials will be supported, as BCS CTE students earned over 3200 during the 2016-17 school year and over 1500 were earned during the fall semester of the current year.

CTE Administration will continue to work with the Chamber of Commerce, the Workforce Development Board, A-B Tech, South College, RAMP, and local businesses to provide quality opportunities for CTE teachers and students that will allow them to explore local workforce options and needs. Events such as Student Leadership Academy, Educators in Industry, summer camps focused on Career Pathways and others will help reinforce classroom concepts.

Virtual Job Shadowing will again be purchased to allow students another tool to explore careers available in the work world. This program will be expanded to ensure parents and others know what careers are available in Buncombe County. Working with our economic development partners allows students to explore opportunities locally, however to stretch the conversation, parents, counselors, and other stakeholders need to be able to see this too so they can “mentor” students and provide guidance and career development. While this does not take the place of an actual job shadowing experience, it does allow students to explore opportunities available.

CTE will work with the Workforce Development Board on its efforts toward earning

the Certified Workready Community status. CTE will work with career coaches at the One Stop sites to become Career Profilers and enhance their understanding of jobs in our local industries. This will help promote the Career Readiness Certificates and provide relevance for our students when taking WorkKeys.

The Career Academy at Erwin High School enters its eleventh year of existence. The program will serve 100 students whose high school plan is centered on careers in the area of Career and Technical Education. The Career Academy will expand its program by growing the number of business partners and working to provide a revised work-based learning model. Career awareness, engagement, and participation will be structured to provide a valuable experience for students. This is a model program for workforce development.

This year we will be continuing to refine classrooms, practices, and policies to reflect and mirror that of business and industry. This will be accomplished by identifying industry standards around customer service, soft-skills, safety, and recruiting and retention. Business and Industry drives content, delivery, and expectations for success in CTE and our classrooms/learning labs must mirror these. Not only is this needed for our students, but our teachers as well. Quality professional development will continue to be supported and students will benefit from their learning.

As a final point of emphasis, CTE budgets will continue to support participation in Career Technical Student Organizations (CTSOs). Buncombe County Schools has a number of excellent CTSO programs. The participation by students and faculty sponsors is growing. CTSOs not only engage students in school but they are an excellent strategy to help students develop soft skills and leadership qualities that are critical employability skills. Through this application, CTE in Buncombe County Schools will continue its efforts of providing a diverse curriculum focused on meeting the mission of Buncombe County Schools.

b. In the state?

The administration of Buncombe County Schools strongly supported Elements as both an instructional management system and a measure for accountability. For this school year, BCS will work to implement the changes that the state will make with its instructional management system and post-assessment platforms. This will especially be crucial in the middle schools as the courses are being repackaged and assessments are being defined. This will required adjustments in the middle school and continued communication with middle school administration and teachers.

As part of the accountability model, the Career Readiness Certificate (Silver level or above) is given to senior concentrators. CTE will continue to administer WorkKeys and ensure that students know the importance of obtaining this highly recognized industry credential. This initiative is highlighted in its importance as part of the READY model and ensuring that each school meets its 95% participation rate. Last

year BCS CDCs achieved a participation rate of 98%. BCS CDCs receive accolades from the system's accountability office as the model for testing doesn't disrupt the schools' schedules and the concentrator identification process is handled with ease and with minimal errors.

CTE will continue to refine its plan for Articulation as the state has change the grading scale from 93 to 90. This will cause the need for materials to be updated and an awareness campaign to be created. Also, we will continue to offer CDM for students and work to improve our Indicator Assessment process.

As teachers continue to earn pay for credentials, this portion of accountability is becoming increasingly more difficult to manage. Therefore implementing a district-wide credential inventory for teachers to complete and verify will help with this. This should provide the check and balance system that we need since funds are now tied to this area.

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.

Business and industry open their doors to our students in Buncombe County Schools allowing them to participate in work-based learning experiences such as shadowing, cooperative education, internships and apprenticeships. These real-world experiences allow students to experience first-hand various aspects of careers and opportunities in Buncombe County.

BCS personnel attended professional development to help understand Youth Apprenticeships and other Work-based Learning strategies. BCS will launch their own internal Apprenticeship program for our Automotive and Foods Programs to Grow our Own employees for School Nutrition and Transportation Departments.

BCS will continue to partner with specialized businesses that enhance specific program areas. For example: Skyland Automotive which accepts Automotive students in its internship program; The Asheville Homebuilder's Association which partners with CTE on the Playhouse project; and over 31 business partners who assist in Students@Work Week. Keeping partnerships alive and flourishing will be a key effort in the 2018-2019 school year.

Buncombe County Schools has a great relationship with the Asheville Chamber of Commerce which helps sponsor programs such as STEM Awareness Days. This allows middle and high school CTE, Math, and Science teachers and counselors and administrators to spend a day in STEM-related businesses. This Real-World experience is valuable for everyone and allows teachers to explain to their students how what they are teaching is being used in the real world. This year this will be expanded to a longer experience as summer experiences will be offered to teachers as well.

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

CTE offers courses that prepare students to graduate Career and College Ready. To enhance a student's experience in CTE students can take courses at both the honors and standard levels. Students who select the honors level must complete the extended course requirements and additional certifications if required. Students are encouraged to complete a career cluster that aligns with their interest and career intentions. Through focused work in their CTE courses and with their Career Development Coordinators, CTE concentrators graduated with a 99% graduation rate in Buncombe County Schools. Work will continue in this area as CTE will again focus on increasing the graduating rate by working and supporting work with the Career Academy, Graduation Initiative, and other efforts as it is a system effort for graduation.

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

Career Development Coordinators, along with teachers provide students guidance and support as students select the most challenging course of study that will prepare them for their future. Buncombe County Schools now uses PowerSchool to assist with registration to track graduation progress. Other free and paid resources help students in career development. Students are strongly encouraged to complete the courses in a career cluster that align with their career interest. Students are also encouraged to participate in Career and College Promise Courses offered through A-B Tech and take courses at their highest ability level. CTE plays an important role towards students' graduation progress as many CTE courses may be taken for math credit to satisfy NC graduation requirements. Again, since this is a goal of everyone in Buncombe County Schools, CTE will support initiatives that move students in this direction.

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

NCDPI conducted a Civil Rights Review during the 2012-13 school year and found that BCS curriculum practices supported the rights of our special populations students. To continue this, each CDC works with teachers to ensure he/she knows which students needs accommodations and any additional extra support any special populations support a student may need. Also, BCS CTE will continue its work with the Facilities and Maintenance Directors to work toward voluntary compliance for the findings noted in our audit.

For teachers in the classrooms, they too need to know and understand the importance of serving students on an individual basis. Through professional development with the CDCs, NCDPI, and our LEA, teachers can learn strategies on reaching every student in their classrooms. Funds will be allocated based on the needs of each school to ensure student success for all students and enhance individualized instruction where needed. CDCs will also work with teachers to ensure compliance in this area.

As mentioned before, construction projects will be ongoing to support the needed updates from the visit in 2012-13.

Also a great focus this year will be on EL learners and their needs. Being able to provide materials and resources for students in multiple languages hopefully will help with the language barrier. Teachers pay close attention to include all students of in all activities, ensuring they feel comfortable participating and that the activities allow for students' participation. In the Foods labs, remotes are used to raise and lower hoods. Counter heights have been adapted to allow wheelchair access. At Culinary Camp at AB Tech, students who participate and may be in a wheelchair, are always accompanied by adults and the groups always walk as one. Being sensitive to student needs is an expectation in our school system.

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

BCS CTE will promote non-traditional fields of study, through the use of videos including Virtual Job Shadowing videos, STEM Videos- produced locally, and print materials, where career awareness can be highlighted at an early age. In addition to these advertising related items, promotion will take place through word of mouth, at Advisory Council meetings, school counseling meetings, and meetings where stakeholders are present. Teachers will be encouraged to reach out to local business leaders who hold non-traditional roles, and have them in as guest speakers or have students shadow them in their roles. Mentors and Business Buddies provide connections to promote non-traditional fields.

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.

Cover Section

Buncombe County Schools	110
Local Education Agency (LEA)	Number

APPROVED BY:

X

X

Dr. Tony Baldwin

Ms. Ann Franklin

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 required part of the State Board of Education's accountability to the General Assembly of North Carolina and the US Department of Education.

PREPARED BY:

Taylor Baldwin

Taylor Baldwin

(828) 255 - 5931

Director, Career and Technical Education

Telephone Number

Director Submitted (Signature) on: 6/23/20

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 ((Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (P. L. 111 – 224) 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, Participants' Responsibilities. 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:

Dr. Tony Baldwin, Superintendent of Buncombe County Schools

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:
Buncombe County Schools

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Name and Title of Authorized Representative:

Dr. Tony Baldwin, Superintendent

X
