

| Allotments                                                                                                        |     |                    |     |                      |              |
|-------------------------------------------------------------------------------------------------------------------|-----|--------------------|-----|----------------------|--------------|
| Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Allotments |     |                    |     |                      |              |
|                                                                                                                   | (1) | Perk Fed (PRC 017) | (2) | State Supp (PRC 014) | Total        |
| Allotment                                                                                                         |     | \$51,385.00        |     | \$70,204.15          | \$121,589.15 |
| Total                                                                                                             |     | \$51,385.00        |     | \$70,204.15          | \$121,589.15 |

# CTE Participants

## Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

### Participants

|                                                  | 2019-2020  |              |
|--------------------------------------------------|------------|--------------|
|                                                  | Duplicated | Unduplicated |
| <b>Grand Total</b>                               |            |              |
| <b>Male</b>                                      |            |              |
| <b>Female</b>                                    |            |              |
| <b>American Indian or Alaskan Native</b>         |            |              |
| <b>Asian</b>                                     |            |              |
| <b>Black or African American</b>                 |            |              |
| <b>Hispanic/ Latino</b>                          |            |              |
| <b>Native Hawaiian or Other Pacific Islander</b> |            |              |
| <b>White</b>                                     |            |              |
| <b>Two or More Races</b>                         |            |              |
| <b>Disability Status ( ESEA/ IDEA)</b>           |            |              |
| <b>Economically Disadvantaged</b>                |            |              |
| <b>Single Parents</b>                            |            |              |

|                            |  |  |  |
|----------------------------|--|--|--|
| Limited English Proficient |  |  |  |
| Migrant Status             |  |  |  |
| Nontraditional Enrollees   |  |  |  |
| Academically Disadvantaged |  |  |  |

## Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

Dupl.-Duplicated

Undupl.- Unduplicated

## State Totals By Gender - 2019-2020

|        | Agricultural & Natural Resources Tech |         | Architecture and Construction |         | Arts, Audio/Video Techn and Comm |         | Business Management and Administration |         | Education and Training |         | Finance |         | Health Science |         | Hospitality and Tourism |         | Human Services |         | Information Technology |         | Law, Public Safety, Corrections and Security |         | Manufacturing |         | Marketing Sales & Services |         | Science, Tech, Engineering and Math |         | Transportation, Distribution & Logistics |         |
|--------|---------------------------------------|---------|-------------------------------|---------|----------------------------------|---------|----------------------------------------|---------|------------------------|---------|---------|---------|----------------|---------|-------------------------|---------|----------------|---------|------------------------|---------|----------------------------------------------|---------|---------------|---------|----------------------------|---------|-------------------------------------|---------|------------------------------------------|---------|
|        | Dupl.                                 | Undupl. | Dupl.                         | Undupl. | Dupl.                            | Undupl. | Dupl.                                  | Undupl. | Dupl.                  | Undupl. | Dupl.   | Undupl. | Dupl.          | Undupl. | Dupl.                   | Undupl. | Dupl.          | Undupl. | Dupl.                  | Undupl. | Dupl.                                        | Undupl. | Dupl.         | Undupl. | Dupl.                      | Undupl. | Dupl.                               | Undupl. | Dupl.                                    | Undupl. |
| Female |                                       |         |                               |         |                                  |         |                                        |         |                        |         |         |         |                |         |                         |         |                |         |                        |         |                                              |         |               |         |                            |         |                                     |         |                                          |         |
| Male   |                                       |         |                               |         |                                  |         |                                        |         |                        |         |         |         |                |         |                         |         |                |         |                        |         |                                              |         |               |         |                            |         |                                     |         |                                          |         |
| Total  |                                       |         |                               |         |                                  |         |                                        |         |                        |         |         |         |                |         |                         |         |                |         |                        |         |                                              |         |               |         |                            |         |                                     |         |                                          |         |

## District Totals - 2019-2020

|  | Agricultural & Natural Resources Tech |         | Architecture and Construction |         | Arts, Audio/Video Techn and Comm |         | Business Management and Administration |         | Education and Training |         | Finance |         | Health Science |         | Hospitality and Tourism |         | Human Services |         | Information Technology |         | Law, Public Safety, Corrections and Security |         | Manufacturing |         | Marketing Sales & Services |         | Science, Tech, Engineering and Math |         | Transportation, Distribution & Logistics |         |
|--|---------------------------------------|---------|-------------------------------|---------|----------------------------------|---------|----------------------------------------|---------|------------------------|---------|---------|---------|----------------|---------|-------------------------|---------|----------------|---------|------------------------|---------|----------------------------------------------|---------|---------------|---------|----------------------------|---------|-------------------------------------|---------|------------------------------------------|---------|
|  | Dupl.                                 | Undupl. | Dupl.                         | Undupl. | Dupl.                            | Undupl. | Dupl.                                  | Undupl. | Dupl.                  | Undupl. | Dupl.   | Undupl. | Dupl.          | Undupl. | Dupl.                   | Undupl. | Dupl.          | Undupl. | Dupl.                  | Undupl. | Dupl.                                        | Undupl. | Dupl.         | Undupl. | Dupl.                      | Undupl. | Dupl.                               | Undupl. | Dupl.                                    | Undupl. |
|  |                                       |         |                               |         |                                  |         |                                        |         |                        |         |         |         |                |         |                         |         |                |         |                        |         |                                              |         |               |         |                            |         |                                     |         |                                          |         |

## School Totals - 2019-2020

| School Number | School Name | Agricultural & Natural Resources Tech |         | Architecture and Construction |         | Arts, Audio/Video Techn and Comm |         | Business Management and Administration |         | Education and Training |         | Finance |         | Health Science |         | Hospitality and Tourism |         | Human Services |         | Information Technology |         | Law, Public Safety, Corrections and Security |         | Manufacturing |         | Marketing Sales & Services |         | Science, Tech, Engineering and Math |         | Transportation, Distribution & Logistics |         |
|---------------|-------------|---------------------------------------|---------|-------------------------------|---------|----------------------------------|---------|----------------------------------------|---------|------------------------|---------|---------|---------|----------------|---------|-------------------------|---------|----------------|---------|------------------------|---------|----------------------------------------------|---------|---------------|---------|----------------------------|---------|-------------------------------------|---------|------------------------------------------|---------|
|               |             | Dupl.                                 | Undupl. | Dupl.                         | Undupl. | Dupl.                            | Undupl. | Dupl.                                  | Undupl. | Dupl.                  | Undupl. | Dupl.   | Undupl. | Dupl.          | Undupl. | Dupl.                   | Undupl. | Dupl.          | Undupl. | Dupl.                  | Undupl. | Dupl.                                        | Undupl. | Dupl.         | Undupl. | Dupl.                      | Undupl. | Dupl.                               | Undupl. | Dupl.                                    | Undupl. |
|               |             |                                       |         |                               |         |                                  |         |                                        |         |                        |         |         |         |                |         |                         |         |                |         |                        |         |                                              |         |               |         |                            |         |                                     |         |                                          |         |

## 1S1 Four-Year Graduation Rate

### Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

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

Performance Indicator One (1S1) - Four-Year Graduation Rate. The state goal of 97.30% of CTE Concentrators will count as graduated in the state's computation of the cohort graduation rate.

#### 1S1 Four-Year Graduation Rate Data

| Category                     | 2019-2020 |        |              | 2020-2021 |
|------------------------------|-----------|--------|--------------|-----------|
|                              | Benchmark | Actual | Gap Analysis |           |
| <b>Overall</b>               | 98.6      |        |              | 98.635    |
| <b>Special Populations</b>   |           |        |              |           |
| Individual with Disabilities | 100       |        |              | 100       |
| Economically Disadvantaged   | 100       |        |              | 100       |
| Single Parents               |           |        |              |           |
| Out of Workforce Individuals | N/A       |        |              | N/A       |
| English Learner              | 100       |        |              | 100       |
| Homeless Individuals         | 100       |        |              | 100       |

|                                                                                 |       |  |  |          |
|---------------------------------------------------------------------------------|-------|--|--|----------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | 100   |  |  | 100      |
| Youth who are in, or have aged out of, the foster care system                   | N/A   |  |  | N/A      |
| Youth with parents on active duty in the armed forces                           |       |  |  |          |
| <b>ESSA Categories - Racial &amp; Ethnic</b>                                    |       |  |  |          |
| American Indian or Alaska Native                                                | N/A   |  |  | N/A      |
| Asian                                                                           | 100   |  |  | 100      |
| Black or African American                                                       | 100   |  |  | 100      |
| Hispanic/Latino                                                                 | 92.85 |  |  | 93.02875 |
| Native Hawaiian or Other Pacific Islander                                       | N/A   |  |  | N/A      |
| White                                                                           | 99    |  |  | 99.025   |
| Two or More Races                                                               | 100   |  |  | 100      |
| <b>Gender</b>                                                                   |       |  |  |          |
| Male                                                                            | 98.75 |  |  | 98.78125 |
| Female                                                                          | 98.8  |  |  | 98.83    |

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

**What:** The graduation rate overall for CTE concentrators in Asheville City Schools (98.6%) exceeded the state goal (97.3%) for this benchmark. However, our Hispanic/Latino subgroup fell 4.45 percentage points below the state goal.

This was the only subgroup who did not meet or exceed the state goal. ACS will work to increase the Hispanic/Latino graduation rate to equal or exceed all subgroups in our district.

**Why:** Graduating from high school allows students to increase their earning potential in the workforce and also paves the way for them to enter into college or trade school. Research has shown that a high school diploma increases life satisfaction and productivity.

### **How/Who/When:**

**Strategy:** We will develop a plan to monitor CTE concentrators, especially the Hispanic/Latino concentrators in each program area and identify trends

### **Action Steps:**

1. The CTE administrative team (CTE Director, CIMC, and both CDCs will meet in September 2020 to create a plan to monitor CTE concentrators, especially our subgroups.
2. The goal of the plan will be to examine past CTE concentrator data to find trends that may provide insight into how we can continue to exceed our state and local four-year graduation rate; and to determine why the Hispanic/Latino concentrators are not graduating at the same rate.
3. The team will reconvene monthly to discuss the findings and devise a plan that will address gaps in Hispanic/Latino concentrators and how we can make sure all subgroups are successful.
4. The target date of the plan completion will be the end of November upon returning from break.
5. The CDCs will share the plan with stakeholders to include teachers and counselors at the beginning of 2nd semester 2021.
6. Data for the 2020-2021 school year will be collected and analyzed in June 2021 to: a) make sure that we exceeded our local and state goals; b) identify if gaps still exist in the Hispanic/Latino subgroup and identify the cause; and c) determine if modifications need to be made for the 2021-2022 school year.
7. Review data and plan for the next school year.

## 2S1 Academic Proficiency in Reading/Language Arts

### Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients. Performance Indicator Two (2S1) - Academic Proficiency in Reading/Language Arts. The state goal of 53.7% of CTE Concentrators will meet proficiency as defined by Every Student Succeeds Act (ESSA).

#### 2S1 Academic Proficiency in Reading/Language Arts

| Category                     | 2019-2020 |        |              | 2020-2021 |           |
|------------------------------|-----------|--------|--------------|-----------|-----------|
|                              | Benchmark | Actual | Gap Analysis | Benchmark | Benchmark |
| <b>Overall</b>               | 75.65     |        |              | 76.25875  |           |
| <b>Special Populations</b>   |           |        |              |           |           |
| Individual with Disabilities | *         |        |              | *         |           |
| Economically Disadvantaged   | N/A       |        |              | N/A       |           |
| Single Parents               |           |        |              |           |           |
| Out of Workforce Individuals | N/A       |        |              | N/A       |           |
| English Learner              | 75        |        |              | 75.625    |           |
| Homeless Individuals         | N/A       |        |              | N/A       |           |



|                                                                                 |       |  |  |  |          |
|---------------------------------------------------------------------------------|-------|--|--|--|----------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | N/A   |  |  |  | N/A      |
| Youth who are in, or have aged out of, the foster care system                   | N/A   |  |  |  | N/A      |
| Youth with parents on active duty in the armed forces                           | N/A   |  |  |  | N/A      |
| <b>ESSA Categories - Racial &amp; Ethnic</b>                                    |       |  |  |  |          |
| American Indian or Alaska Native                                                | N/A   |  |  |  | N/A      |
| Asian                                                                           | N/A   |  |  |  | N/A      |
| Black or African American                                                       | *     |  |  |  | *        |
| Hispanic/Latino                                                                 | 100   |  |  |  | 100      |
| Native Hawaiian or Other Pacific Islander                                       | N/A   |  |  |  | N/A      |
| White                                                                           | 82.5  |  |  |  | 82.9375  |
| Two or More Races                                                               | 100   |  |  |  | 100      |
| <b>Gender</b>                                                                   |       |  |  |  |          |
| Male                                                                            | 83.35 |  |  |  | 83.76625 |
| Female                                                                          | 75    |  |  |  | 75.625   |

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

**What:** Asheville City Schools' CTE concentrators overall exceeded the state goal (53.7%) in Academic Proficiency in Reading/Language Arts by over 20 percentage points. Even though we exceeded the state goal, we must continue to

work with our English Learners and female ESSA categories. Both subgroups performed at 75%; however, all other subgroups were 82.5% or higher in this benchmark. Our goal is to increase the total academic proficiency in Reading/Language Arts by 6% for English Learners and increase female CTE concentrators total proficiency by 10% for the 2020-2022 school years. By June 2021, the end of the current school year, our goal is to increase the academic proficiency in Reading/Language Arts by 3% for English Learners and increase proficiency for female CTE concentrators by 5%.

**Why:** Being able to read and understand the English language is critical to being able to maintain and retain employment and function in society.

### **How/Who/When:**

**Strategy:** We will develop a plan to monitor English Learners and female CTE concentrators in each program area and identify trends and gaps that exist within our district since all ESSA categories are outperforming the state goal.

### **Action Steps:**

1. The CTE administrative team (CTE Director, CIMC, and both CDCs will meet in September 2020 to create a plan to monitor CTE concentrators in this benchmark.
2. The goal of the plan will be to examine past CTE concentrator data to find trends that may provide insight into how we can continue to exceed our state and local four-year graduation rate.
3. The team will reconvene monthly to discuss the findings and devise a plan that will address any gaps in our ESSA categories and how we can make sure all subgroups are successful.
4. The target date of the plan completion will be the end of November upon returning from break.
5. The CDCs will share the plan with stakeholders to include CTE teachers and language arts teachers beginning of 2nd semester 2021.
6. Data for the 2020-2021 school year will be collected and analyzed in June 2021 to: a) make sure that we exceeded our local and state goals; b) identify any gaps in subgroups at the local level and the cause; and c) determine if modifications need to be made for the 2021-2022 school year.

7. The CTE Administrative Team will work with the building level principal and the English II teachers to help them understand how proficiency in Reading/Language Arts is connected to CTE concentrators as a performance indicator. Also, a Venn Diagram will be created to illustrate the standards that are common to both English II and CTE.
8. Review data and plan for the next school year.

## 2S2 Academic Proficiency in Mathematics

### Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients. Performance Indicator Three (2S2) - Academic Proficiency in Mathematics. The state goal of 48.8% of CTE Concentrators will meet proficiency as defined by Every Student Succeeds Act (ESSA).

## 2S2 Academic Proficiency in Mathematics

| Category                     | 2019-2020 |        |              | 2020-2021 |           |
|------------------------------|-----------|--------|--------------|-----------|-----------|
|                              | Benchmark | Actual | Gap Analysis | Benchmark | Benchmark |
| Overall                      | 42.75     |        |              | 44.18125  |           |
| Special Populations          |           |        |              |           |           |
| Individual with Disabilities | *         |        |              | *         |           |
| Economically Disadvantaged   | *         |        |              | *         |           |
| Single Parents               |           |        |              |           |           |
| Out of Workforce Individuals | N/A       |        |              | N/A       |           |
| English Learner              | 27.35     |        |              | 29.16625  |           |
| Homeless Individuals         | *         |        |              | *         |           |

|                                                                                 |      |  |  |  |         |
|---------------------------------------------------------------------------------|------|--|--|--|---------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | 50   |  |  |  | 51.25   |
| Youth who are in, or have aged out of, the foster care system                   | N/A  |  |  |  | N/A     |
| Youth with parents on active duty in the armed forces                           | N/A  |  |  |  | N/A     |
| <b>ESSA Categories - Racial &amp; Ethnic</b>                                    |      |  |  |  |         |
| American Indian or Alaska Native                                                | N/A  |  |  |  | N/A     |
| Asian                                                                           | N/A  |  |  |  | N/A     |
| Black or African American                                                       | 22.5 |  |  |  | 24.4375 |
| Hispanic/Latino                                                                 | *    |  |  |  | *       |
| Native Hawaiian or Other Pacific Islander                                       | N/A  |  |  |  | N/A     |
| White                                                                           | 57.2 |  |  |  | 58.27   |
| Two or More Races                                                               | 50   |  |  |  | 51.25   |
| <b>Gender</b>                                                                   |      |  |  |  |         |
| Male                                                                            | 45   |  |  |  | 46.375  |
| Female                                                                          | 38.5 |  |  |  | 40.0375 |

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

**What:** In the ESSA categories for race and ethnicity, ACS CTE concentrators fell below the state performance goal (48.8%) in all ethnic categories except White students (57.2%). African American students are performing significantly

lower (22.5%) than the state goal as are our English learners (27.35%). We must increase math proficiency in all categories to meet or exceed the state goal. Our goal for African American CTE concentrators is to increase the total academic proficiency in mathematics by 8% and increase the total academic proficiency in mathematics for English learners by 4% for the 2020-2022 school years. By June 2021, our current school year, our African American proficiency in math will increase by 4% and our English learner math proficiency will increase by 2%.

**Why:** Basic math skills are a necessity for any career opportunity and to function in a capitalist society.

**How/Who/When:**

**Strategy:** We will develop a plan to monitor all ESSA ethnic categories and work collaboratively with the math department to identify the causes of the gaps in math proficiency scores.

**Action Steps:**

1. The CTE administrative team (CTE Director, CIMC, and both CDCs) will meet in September 2020 to create a plan to monitor CTE concentrators in this benchmark. We will include a math teacher to work with the CTE admin team as a task force.
2. The task force will meet monthly beginning in October 2020.
3. A goal of the task force will be to identify ways to incorporate math on a daily basis in every CTE course in our district. A second goal will be to engage students in understanding how math is relevant to every aspect of life.
4. The target date of the plan completion will be December 2020.
5. The CDCs will share the plan (present at a faculty meeting) with stakeholders to include CTE teachers and math teachers in January 2021.
6. Data for the 2020-2021 school year will be collected and analyzed in June 2021 to: a) make sure that we exceeded our local and state goals; b) identify any gaps in subgroups at the local level and the cause; and c) determine if modifications need to be made for the 2021-2022 school year.
7. Review data and plan for the next school year.

## 2S3 Academic Proficiency in Science

### Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

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

Performance Indicator Four (2S3) - Academic Proficiency in Science. The state goal of 52.00% of CTE Concentrators will meet proficiency as defined by Every Student Succeeds Act (ESSA).

## 2S3 Academic Proficiency in Science

| Category                     | 2019-2020 |        |              | 2020-2021 |           |
|------------------------------|-----------|--------|--------------|-----------|-----------|
|                              | Benchmark | Actual | Gap Analysis | Benchmark | Benchmark |
| Overall                      | 49.9      |        |              | 51.1525   |           |
| Special Populations          |           |        |              |           |           |
| Individual with Disabilities | *         |        |              | *         |           |
| Economically Disadvantaged   | *         |        |              | *         |           |
| Single Parents               |           |        |              |           |           |
| Out of Workforce Individuals | N/A       |        |              | N/A       |           |
| English Learner              | 20.7      |        |              | 22.6825   |           |
| Homeless Individuals         | *         |        |              | *         |           |



|                                                                                 |       |  |  |          |
|---------------------------------------------------------------------------------|-------|--|--|----------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | 66.7  |  |  | 67.5325  |
| Youth who are in, or have aged out of, the foster care system                   | N/A   |  |  | N/A      |
| Youth with parents on active duty in the armed forces                           | N/A   |  |  | N/A      |
| <b>ESSA Categories - Racial &amp; Ethnic</b>                                    |       |  |  |          |
| American Indian or Alaska Native                                                | N/A   |  |  | N/A      |
| Asian                                                                           | 100   |  |  | 100      |
| Black or African American                                                       | 22.5  |  |  | 24.4375  |
| Hispanic/Latino                                                                 | 16.65 |  |  | 18.73375 |
| Native Hawaiian or Other Pacific Islander                                       | N/A   |  |  | N/A      |
| White                                                                           | 63.3  |  |  | 64.2175  |
| Two or More Races                                                               | 66.7  |  |  | 67.5325  |
| <b>Gender</b>                                                                   |       |  |  |          |
| Male                                                                            | 56.5  |  |  | 57.5875  |
| Female                                                                          | 42    |  |  | 43.45    |

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

**What:** Our English learners, African American, and Hispanic Latino CTE concentrators performed significantly below the state goal (52%) in academic proficiency in science. We want to increase our academic performance in science to



meet or exceed the state goal. Our goal is to increase the total academic proficiency in science by 8% for English Learners, African American and Hispanic Latino CTE concentrators for the 2020-2022 school years. By June 2021, the end of the current school year, our goal is to increase the academic proficiency in Reading/Language Arts by 4% for these three categories.

**Why:** Science and technology are integral to our society and touch every facet of our lives whether it is at school, home, or work.

How/Who/When:

**Strategy:** We will develop a plan to monitor and improve science proficiency performance in all ESSA categories. We will work collaboratively with our CTE technology/science teachers and include a representative from the science department to identify the causes of the gaps

### **Action Steps:**

1. The CTE administrative team (CTE Director, CIMC, and both CDCs) will meet in September 2020 to create a plan to monitor CTE concentrators in this benchmark. We will include a science teacher to work with the CTE admin team as a task force.
2. The taskforce will meet monthly beginning in October 2020.
3. A goal of the task force will be to identify ways to incorporate math on a daily basis in every CTE course in our district. A second goal will be to engage students in understanding how math is relevant to every aspect of life.
4. The target date of the plan completion will be December 2020.
5. The CDCs will share the plan (present at a faculty meeting) with stakeholders to include CTE teachers and science teachers in January 2021.
6. Data for the 2020-2021 school year will be collected and analyzed in June 2021 to: a) make sure that we exceeded our local and state goals; b) identify any gaps in subgroups at the local level and the cause; and c) determine what modifications need to be made for the 2021-2022 school year.
7. Review data and plan for the next school year.



### 3S1 Post-Secondary Placement

#### Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

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

Performance Indicator Five (3S1) - Post-Secondary Placement. The state goal of 95% of CTE Concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program such as AmeriCorp, or are employed.

### 3S1 Post-Secondary Placement

| Category                     | 2019-2020 |        |              | 2020-2021  |     |
|------------------------------|-----------|--------|--------------|------------|-----|
|                              | Benchmark | Actual | Gap Analysis | Benchmark  |     |
| <b>Overall</b>               | 97.5      |        |              | 97.6234375 |     |
| <b>Special Populations</b>   |           |        |              |            |     |
| Individual with Disabilities | 100       |        |              |            | 100 |
| Economically Disadvantaged   | 100       |        |              |            | 100 |
| Single Parents               | N/A       |        |              |            | N/A |
| Out of Workforce Individuals | N/A       |        |              |            | N/A |
| English Learner              | N/A       |        |              |            | N/A |
| Homeless Individuals         | 100       |        |              |            | 100 |

|                                                                                 |      |  |  |  |           |
|---------------------------------------------------------------------------------|------|--|--|--|-----------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | N/A  |  |  |  | N/A       |
| Youth who are in, or have aged out of, the foster care system                   | N/A  |  |  |  | N/A       |
| Youth with parents on active duty in the armed forces                           | N/A  |  |  |  | N/A       |
| <b>ESSA Categories - Racial &amp; Ethnic</b>                                    |      |  |  |  |           |
| American Indian or Alaska Native                                                | N/A  |  |  |  | N/A       |
| Asian                                                                           | N/A  |  |  |  | N/A       |
| Black or African American                                                       | 100  |  |  |  | 100       |
| Hispanic/Latino                                                                 | 100  |  |  |  | 100       |
| Native Hawaiian or Other Pacific Islander                                       | N/A  |  |  |  | N/A       |
| White                                                                           | 93.8 |  |  |  | 94.106125 |
| Two or More Races                                                               | 100  |  |  |  | 100       |
| <b>Gender</b>                                                                   |      |  |  |  |           |
| Male                                                                            | 100  |  |  |  | 100       |
| Female                                                                          | 95.8 |  |  |  | 96.007375 |

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

**What:** We want to increase the number of White female CTE concentrators who are in postsecondary education, advanced training, employed or are in the military. This ESSA category overall scored 1.2 percentage points below the

state goal (95%). All other ESSA categories, including our special populations, had 100% secondary placement. Our goal is to increase the total number of White female CTE concentrators who are in postsecondary education, advanced training, employed or are in the military by 4% for the 2020-2022 school years. By June 2021, the end of the current school year, our goal is to increase category by 2%.

**Why:** CTE provides the tools and resources necessary for students to continue into postsecondary education. According to a 2019 report from Advance CTE, 86% of all high school CTE concentrators nationwide enrolled in postsecondary institutions, and more than half of them earned a degree.

#### **How/Who/When:**

**Strategy:** We will develop a plan to improve postsecondary placement for White females by examining why this category did achieve 100% placement. We will work collaboratively with our school counselors to effectively address the plan.

#### **Action Steps:**

1. The CTE administrative team (CTE Director, CIMC, and both CDCs) and the school counselors will meet in September 2020 to create a plan to monitor CTE concentrators in this benchmark.
2. Our CDC will begin working with CTE concentrators to answer any questions or provide guidance in solidifying their career aspirations and the best postsecondary options that will lead to their career goal.
3. The CDC will schedule regular meetings with students who need additional support in this benchmark.
4. In June 2021, we will record our data (verbal plans and postsecondary admissions) from CTE concentrators, then compare the data with our concentrator survey data the following year.
5. Review the data and plan for the following academic school year.

#### 4S1 Non-Traditional Program Enrollment

#### Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

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

Performance Indicator Six (4S1) - Non-traditional Program Enrollment. The state goal of 37.2% of CTE Concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

#### 4S1 Non-traditional Program Enrollment

| Category                     | 2019-2020 |        |              | 2020-2021 |  |
|------------------------------|-----------|--------|--------------|-----------|--|
|                              | Benchmark | Actual | Gap Analysis | Benchmark |  |
| <b>Overall</b>               | 29.3      |        |              | 31.0675   |  |
| <b>Special Populations</b>   |           |        |              |           |  |
| Individual with Disabilities | 37.5      |        |              | 39.0625   |  |
| Economically Disadvantaged   | 37.95     |        |              | 39.50125  |  |
| Single Parents               | 50        |        |              | 51.25     |  |
| Out of Workforce Individuals | *         |        |              | *         |  |
| English Learner              | *         |        |              | *         |  |
| Homeless Individuals         | *         |        |              | *         |  |

|                                                                                 |       |  |  |          |
|---------------------------------------------------------------------------------|-------|--|--|----------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | 29.3  |  |  | 31.0675  |
| Youth who are in, or have aged out of, the foster care system                   | *     |  |  | *        |
| Youth with parents on active duty in the armed forces                           | *     |  |  | *        |
| <b>ESSA Categories - Racial &amp; Ethnic</b>                                    |       |  |  |          |
| American Indian or Alaska Native                                                | *     |  |  | *        |
| Asian                                                                           | *     |  |  | *        |
| Black or African American                                                       | 49.2  |  |  | 50.47    |
| Hispanic/Latino                                                                 | 43.75 |  |  | 45.15625 |
| Native Hawaiian or Other Pacific Islander                                       | *     |  |  | *        |
| White                                                                           | 19.8  |  |  | 21.805   |
| Two or More Races                                                               | 25    |  |  | 26.875   |
| <b>Gender</b>                                                                   |       |  |  |          |
| Male                                                                            | 40.65 |  |  | 42.13375 |
| Female                                                                          | 15.2  |  |  | 17.32    |

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

**What:** ACS CTE concentrators performed below the state goal (37.2%) in non-traditional program enrollment. The gap is with only 15.2% of our female students enrolling and concentrating in programs such as engineering,



manufacturing, and woodworking. Our male students (40.65%) exceed the state average in non-traditional enrollment. Our goal is to increase the total number of females enrolled in non-traditional CTE courses by 5% for the 2020-2022 school years. By June 2021, the end of the current school year, our goal is to increase the number of females enrolled in non-traditional CTE programs by 2.5%.

**Why:** Many non-traditional career fields offer salaries that are at least 25% higher than traditional careers, especially for females. These careers often provide better benefits and opportunities for advancement.

#### **How/Who/When:**

**Strategy:** We will develop a comprehensive marketing plan, particularly at the middle school level, to expand students' knowledge of nontraditional career fields and the programs that we offer in our district that will prepare them for these jobs.

#### **Action Steps:**

1. The CTE Director and the middle and high school career development coordinators will meet in September 2020 to develop a marketing plan, including marketing materials, to rebrand CTE in our district.
2. From October 2020 through the remainder of the 2020-2021 school year, our CTE teachers will schedule presentations for speakers in nontraditional career fields to visit their classrooms and provide demonstrations and Q & A for students.
3. The middle school CDC will organize a Family Career Night event for parents and students to discover and learn about the programs and pathways offered in our district. The target date will be late fall, early November.
4. In collaboration with the NSF Grant at AB-Tech, the high school will host a Family Career Night. This will be the rescheduled event from April 2020.
5. In February 2021, both CDCs will hold information sessions, prior to registration, to encourage students to explore non-traditional courses.
6. Review the data and plan for the next academic school year.



## 5S1 Program Quality-Attained Recognized Postsecondary Credential

### Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

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

Performance Indicator Seven (5S1) Program Quality-Attained Recognized Postsecondary Credential. The state goal of 20.00% of CTE Concentrators graduating from high school having attained a recognized postsecondary credential.

#### 5S1 Program Quality-Attained Recognized Postsecondary Credential

| Category                     | 2019-2020 |        |              | 2020-2021 |  |
|------------------------------|-----------|--------|--------------|-----------|--|
|                              | Benchmark | Actual | Gap Analysis | Benchmark |  |
| <b>Overall</b>               | 27.25     |        |              | 29.06875  |  |
| <b>Special Populations</b>   |           |        |              |           |  |
| Individual with Disabilities | 34.05     |        |              | 35.69875  |  |
| Economically Disadvantaged   | 20.7      |        |              | 22.6825   |  |
| Single Parents               |           |        |              |           |  |
| Out of Workforce Individuals | N/A       |        |              | N/A       |  |
| English Learner              | 33.3      |        |              | 34.9675   |  |
| Homeless Individuals         |           |        |              |           |  |

|                                                                                 |       |  |  |  |          |
|---------------------------------------------------------------------------------|-------|--|--|--|----------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | 25    |  |  |  | 26.875   |
| Youth who are in, or have aged out of, the foster care system                   |       |  |  |  |          |
| Youth with parents on active duty in the armed forces                           |       |  |  |  |          |
| <b>ESSA Categories - Racial &amp; Ethnic</b>                                    |       |  |  |  |          |
| American Indian or Alaska Native                                                | N/A   |  |  |  | N/A      |
| Asian                                                                           | *     |  |  |  | *        |
| Black or African American                                                       | 19.7  |  |  |  | 21.7075  |
| Hispanic/Latino                                                                 | 41.65 |  |  |  | 43.10875 |
| Native Hawaiian or Other Pacific Islander                                       | N/A   |  |  |  | N/A      |
| White                                                                           | 31.9  |  |  |  | 33.6025  |
| Two or More Races                                                               | 26.65 |  |  |  | 28.48375 |
| <b>Gender</b>                                                                   |       |  |  |  |          |
| Male                                                                            | 23.9  |  |  |  | 25.8025  |
| Female                                                                          | 29.85 |  |  |  | 31.60375 |

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

**What:** All ESSA categories, except African American CTE concentrators, exceeded the state goal (20%) for having attained a recognized postsecondary credential. Only 19.7% of African American students in our district did so as

compared to our district average of 27.25%. Our Hispanic/Latino CTE concentrators more than doubled the state goal with 41.65% earning a credential. Our goal is to increase the total number of African American CTE concentrators' attainment of a recognized postsecondary credential by 4% for the 2020-2022 school years. By June 2021, the end of the current school year, our goal is to increase that number by 2%.

**Why:** Earning an industry-recognized certification or license while still in high school is one of many ways that CTE prepares students for the workforce and for postsecondary education.

#### **How/Who/When:**

**Strategy:** We will develop a plan to encourage students to remain in CTE programs/pathways in order to be successful in earning credentials. The plan will include ways to provide additional resources for students who need extra support, while placing special emphasis on increasing the credentialing success of African American students.

#### **Action Steps:**

1. In August 2020, the CTE Director will encourage all CTE teachers to provide students with the opportunity to earn credentials offered in their programs, with the goal of every CTE teacher to offer some type of credential.
2. The CTE Director will also review with the CTE teachers the bonus earning potential if they successfully offer a credential in their program.
3. In September 2020, the CTE Director and both CDCs will include a marketing plan that will expose students and parents to credentials and will add this to the overall marketing development plan to rebrand CTE.
4. Throughout the 2020-2021 school year and beyond, the high school CDC will work with businesses and industries to find apprenticeships that will provide students with certification opportunities.
5. Review the data and plan for the next academic school year.

## 5S4 Program Quality-Other

### Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part I: Data/Indicators of Performance

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

Performance Indicator Eight (5S4) Program Quality-Other. The state goal of 70.9% of CTE Participants who have met proficiency using the state assessment measure in the reporting year.

## 5S4 Program Quality-Other

| Category                     | 2019-2020 |        |              | 2020-2021 |           |
|------------------------------|-----------|--------|--------------|-----------|-----------|
|                              | Benchmark | Actual | Gap Analysis | Benchmark | Benchmark |
| <b>Overall</b>               | 73.7      |        |              | 74.3575   |           |
| <b>Special Populations</b>   |           |        |              |           |           |
| Individual with Disabilities | 58        |        |              | 59.05     |           |
| Economically Disadvantaged   | 54.45     |        |              | 55.58875  |           |
| Single Parents               | *         |        |              | *         |           |
| Out of Workforce Individuals | N/A       |        |              | N/A       |           |
| English Learner              | *         |        |              | *         |           |
| Homeless Individuals         | 33.35     |        |              | 35.01625  |           |

|                                                                                 |       |  |  |  |          |
|---------------------------------------------------------------------------------|-------|--|--|--|----------|
| Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields) | 76.7  |  |  |  | 77.2825  |
| Youth who are in, or have aged out of, the foster care system                   | 50    |  |  |  | 51.25    |
| Youth with parents on active duty in the armed forces                           | 100   |  |  |  | 100      |
| <b>ESSA Categories - Racial &amp; Ethnic</b>                                    |       |  |  |  |          |
| American Indian or Alaska Native                                                | 100   |  |  |  | 100      |
| Asian                                                                           | 83.35 |  |  |  | 83.76625 |
| Black or African American                                                       | 46.45 |  |  |  | 47.78875 |
| Hispanic/Latino                                                                 | 80.75 |  |  |  | 81.23125 |
| Native Hawaiian or Other Pacific Islander                                       | N/A   |  |  |  | N/A      |
| White                                                                           | 85.55 |  |  |  | 85.91125 |
| Two or More Races                                                               | 64.15 |  |  |  | 65.04625 |
| <b>Gender</b>                                                                   |       |  |  |  |          |
| Male                                                                            | 69.3  |  |  |  | 70.0675  |
| Female                                                                          | 79.7  |  |  |  | 80.2075  |

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

**What:** Even though our overall performance (73.7%) on meeting proficiency on CTE state assessments exceeded the state goal (70.9%), students in our special populations subgroups and our African American CTE concentrators

performed significantly lower (46.45%) on CTE state assessments. Our goal is to substantially increase the percentage of African American CTE concentrators' performance on CTE state assessments by 10% for the 2020-2022 school years. By June 2021, the end of the current school year, our goal is to increase that number by 3%.

**Why:** Accountability is a key focus of Perkins V in order to assess the effectiveness of CTE programs and to analyze the investment of federal funds in career and technical education programs.

**How/Who/When:**

**Strategy:** We will develop a plan to ensure that our special populations are being provided any needed additional resources in the classroom.

**Action Steps:**

1. In August 2020, the CTE Director and the CIMC/Special Pops coordinator will review key sections of the Challenge Handbook (Guide to Career & Technical Education's Special Populations) to make sure that all areas will be addressed for the 2020-2021 school year.
2. The CIMC/Special Pops Coordinator will identify all students in this category and begin developing and or revising career development plans/IEPs for these students.
3. The CIMC/Special Pops Coordinator will meet weekly with CTE teachers and others who provide services to special populations.
4. The CTE Director will meet monthly with the CIMC/Special Pops Coordinator to get updates on how our students are performing in class.
5. Throughout the 2020-2021 school year the CIMC/Special Pops Coordinator will work with EC case managers, counselors, and CTE teachers to make sure that students are receiving all resources and to monitor the CTE component of the IEP and CDP+.
6. Review data in June 2021

## Evaluation of Performance

### Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

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

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

#### Performance Goals

| 1 = Not Met (< 90% of SDPL/Goal) 2 = Met (= 90% and up to SDPL/Goal) 3 = Exceeded (> of SDPL/Goal) |                                                                                                                                 | 2019-2020 |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------|
| a)                                                                                                 | Graduation Rate (1S1): Student performance met or exceeded the state-determined performance level.                              | * 3 ▼     |
| b)                                                                                                 | Graduation Rate (1S1): Student performance met or exceeded the state goal.                                                      | * 3 ▼     |
| c)                                                                                                 | Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state-determined performance level. | * 2 ▼     |
| d)                                                                                                 | Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state goal.                         | * 2 ▼     |
| e)                                                                                                 | Academic Proficiency - Mathematics (2S2): Student performance met or exceeded the state-determined performance level.           | * 1 ▼     |
| f)                                                                                                 | Academic Proficiency - Mathematics (2S2): Student performance met or exceeded the state goal.                                   | * 1 ▼     |



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

### CTE Administration

|                                                                              |                                                                                                                      |                  |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------|
| <b>0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished</b> |                                                                                                                      | <b>2019-2020</b> |
| q)                                                                           | The CTE Administration consistently provides school administrators and teachers with CTE Performance Indicator data. | * 2 ▼            |



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

#### \* Consultation Method

- PowerSchool CTE Reports
- Red & Green Report
- CTE programs at both the secondary and postsecondary institutions
- Parents and community organizations
- Asheville City School Foundation
- CTE Teachers
- School counselors
- Chief Academic Officer

#### \* What We Are Doing Well

- Exceeded state average for graduation rate with 97.7%
- Increased 2019-2020 unduplicated enrollment in by middle and high school by 16%
- Special populations enrollment up 18% from 2018-2019
- 396 credentials earned in the 2018-2019 school year
- 89 platinum, gold, and silver WorkKeys credentials in 2018-2019
- District placed 3rd in state at ProStart Invitational in February 2020--only second time competing in school history

#### **\* Identified Needs**

- Increase the number of concentrators
- Increase number of recognized credentials
- Increase duplicated enrollment in CTE

Students taking more than one CTE course benefit from a cohesive sequence of courses and this often leads to great work-based learning opportunities. September 2019 data from the U.S. Department of Education shows that students who focused on career and technical education courses in high school had higher median annual earnings eight years after their expected graduation date than did students who did not focus on CTE.

## Labor Market Alignment

### Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

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

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

#### Labor market alignment

| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished |                                                                                                                                                                                                                                           | 2019-2020 |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| a)                                                                    | All current Career Pathways align to current industry demand and needs.                                                                                                                                                                   | * 2 ▼     |
| b)                                                                    | Projected industry growth has been analyzed and processes are in place to phase in new Career Pathways and phase out those that do not align to industry demand.                                                                          | * 2 ▼     |
| c)                                                                    | Emerging occupations have been identified and plans are in place to implement programs and activity offerings to students.                                                                                                                | * 2 ▼     |
| d)                                                                    | Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified.                                                                                      | * 2 ▼     |
| e)                                                                    | CTE concentrator graduates are entering postsecondary opportunities (work, college, etc.) aligned to their high school concentration.                                                                                                     | * 2 ▼     |
| f)                                                                    | Opportunities for special populations to participate in the labor market have been identified and programs/activities have been implemented to prepare special population students for postsecondary (work, college, etc.) opportunities. | * 1 ▼     |

### \* Consultation Method

- Asheville City Schools CTE Leadership team: CTE Director, CDC, Principals (AHS/SILSA), Chief Academic Officer (Interviews)
- Mountain Area Workforce Development Board (Meetings, Interviews)
- Local businesses and manufacturers (Interviews, Focus groups)
- Parents and students (surveys)
- Asheville City Schools Foundation (Meetings)
- Labor market data and economic analysis (Western Prosperity Zone Data, NC)
- NC Department of Commerce, Quarterly Census of Employment & Wages (QCEW)
- Wall Street Journal (Article - Ranking of Metropolitan Statistical Areas)
- School Counselors (Interviews)
- Community College personnel (meetings, interviews)
- County Labor Market Conditions Report (Dec. 2019)
- Economic Development Partnership of North Carolina/Economic Impact Study

### \* What We Are Doing Well

CTE in Asheville City Schools offers students several career pathways that are aligned with our local labor market. We also offer courses in industries that are projected to grow by 2026 in terms of total number of employees:

| Industry                                  | Projected Growth by 2026 (in terms of total # of employees) | Asheville City Schools Career Pathways Aligned to Current and Expected Growth                                                               | Changes made as a result of CLNA results.                                                                                                                                                                  |  |
|-------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Professional and Business Services</b> | 22.7%                                                       | Business Management<br>Financial Planning                                                                                                   | Added two new pathways                                                                                                                                                                                     |  |
| <b>Construction</b>                       | 14.6%                                                       | Carpentry<br><br>PLTW Principles of Engineering<br><br>PLTW Intro to Engineering<br><br>Manufacturing Robotics<br><br>CCP Adv Manufacturing | Move from woodworking pathway to carpentry because it provides a more lucrative career for students. Added Manufacturing Robotics and purchased FANUC robot for hands-on industry-recognized certification |  |
| <b>Leisure &amp; Hospitality</b>          | 12.2%                                                       | Culinary & Hospitality Applications<br><br>Culinary & Hospitality Internship<br><br>Sports & Entertainment Marketing I & II                 | Added new Culinary & Hospitality pathway; added 2nd level Sports & Entertainment Marketing<br><br>Work with new PAYA project for Pre-                                                                      |  |

|                                        |       |                                           |                                                                   |                |
|----------------------------------------|-------|-------------------------------------------|-------------------------------------------------------------------|----------------|
|                                        |       |                                           |                                                                   | Apprenticeship |
| <b>Education &amp; Health Services</b> | 11.9% | PLTW Principles of Bio-Medical Technology | Apply to offer pilot teaching pathway (two courses) in 2021-2022: |                |
|                                        |       | PLTW Human Body Systems                   | FE21 - Teaching as a Profession I                                 |                |
|                                        |       | Health Science I and II                   | FE22 - Teaching as a Profession II                                |                |
|                                        |       | PLTW Medical Detectives (middle school)   |                                                                   |                |

**\* Identified Needs**

**Identified Needs:**

- 1) A more attainable, recognized Cosmetic Arts licensure/certification pathway that aligns with industry demand in our area, and students are able to successfully complete while in high school.
- 2) A Manufacturing Robotics pathway to meet the skills demand in our local area
- 3) Another industrial high demand career pathway

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

## **Cosmetic Arts**

**What (Goal):** Align the Cosmetic Arts pathway with local industry demand and need.

**Why:** The analysis of our labor market alignment also supported our decision to redefine what we offer in our Cosmetic Arts pathway. The cost of time and education compared to entry wages is a big consideration before career decisions can be made. Based on the data, offering the pathway to a Cosmetology license in our area, the average wage for hairstylist is \$26,217 or \$12.63 per hour. The demand for the program in our CTE program has significantly declined over the last five year resulting in a 1% program completion rate and 0% credentials earned. In consultation with our stakeholders, we determined that the barrier to completing the program was not necessarily the lack of interest in Cosmetic Arts, but the 1500 required hours needed to sit for a license being difficult for students to obtain. In agreement with the stakeholders, our CTE department will offer a new program under the Cosmetic Arts umbrella: Natural Hair Specialist. This program requires 300 hours for completion which is much more attainable for our student population.

**Strategy:** Create a Local Course Option (LCO) in Cosmetic Arts that is attainable for students and is aligned with current industry demands and needs.

**How/Who/When:**

|                    |                                                                                                                                             |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summer 2020</b> | CTE Director will evaluate Natural Hair as an appropriate replacement course and credentialing opportunity                                  |
| <b>Summer 2020</b> | CTE Director and CDC will identify the courses needed to complete the pathway and allow students to be prepared for the credentialing exam. |
| <b>Summer 2020</b> | CTE Director will work with the NC Board of                                                                                                 |



|                                                   |                                                                                                                                                                                                |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | Cosmetology                                                                                                                                                                                    |
| <b>Summer 2020</b>                                | CTE Director will purchase equipment and supplies                                                                                                                                              |
| <b>Quarterly during the 2020-2021 school year</b> | Teacher and CIMC will progress monitor that students are on track to complete the two-course pathway and meet requirements for the credentialing exam.                                         |
| <b>End of the course (Spring 2021)</b>            | CTE Director, CDC, and CIMC will evaluate the success of the program based upon the number of students who successfully completed the course and earned the credential.                        |
| <b>Spring 2021</b>                                | CTE Director and high school principal will analyze enrollment data to ensure that new pathways have sufficient enrollment, etc. and make necessary adjustments for the 2021-2022 school year. |

### **Manufacturing Robotics**

**What (Goal):** Create a Manufacturing Robotics career pathway to align with local industry demand and need.

**Why:** Students who complete career pathways are better prepared for high-wage, in-demand occupations.



**Strategy:** Create a pathway for Manufacturing Robotics

**How/Who/When:**

|                                              |                                                                                                                 |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Summer 2020</b>                           | CTE Director will evaluate courses in the Manufacturing Robotics career pathway and credentialing opportunities |
| <b>Summer 2020</b>                           | CTE Director will purchase equipment and supplies (which includes FANUC robot)                                  |
| <b>Summer &amp; Fall 2020</b>                | Teacher will get necessary training to operate and teach the operation of the FANUC robot                       |
| <b>Summer &amp; Fall 2020</b>                | Teacher will attend professional development on pre-requisite courses in the new career pathway                 |
| <b>During 2021-2022 registration process</b> | Ensure that students are advised to take sequential courses in the pathway.                                     |

|                                                                                                                                 |                                                                                                                                                                                                |  |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                 | Facilitate the credentialing process for students                                                                                                                                              |  |
| <b>End of semester (Spring 2022)</b>                                                                                            | CTE Director, CDC, and CIMC will evaluate the success of the program based upon the number of students who successfully completed the courses and earned the credential.                       |  |
| <b>Spring semester 2022</b>                                                                                                     | CTE Director and high school principal will analyze enrollment data to ensure that new pathways have sufficient enrollment, etc. and make necessary adjustments for the 2021-2022 school year. |  |
| <b><u>Carpentry</u></b>                                                                                                         |                                                                                                                                                                                                |  |
| <b>Goal:</b> Begin a carpentry career pathway at Asheville High School.                                                         |                                                                                                                                                                                                |  |
| <b>Why:</b> Carpentry offers students access to a higher-paying career opportunity and foundational skills that could open them |                                                                                                                                                                                                |  |
| How/Who/When                                                                                                                    |                                                                                                                                                                                                |  |
|                                                                                                                                 |                                                                                                                                                                                                |  |

|             |                                                                                                                                                                                                                                                     |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| July 2020   | CTE Director will investigate the logistics involved in transitioning from the woodworking to the carpentry pathway. This includes conversation with Craig Pendergraft, review of course blueprint, investigate required training for teacher, etc. |
| Fall 2020   | CTE Director will support the teacher to attend required training and have dedicated time to prepare to teach Core Construction.                                                                                                                    |
| Spring 2021 | CTE Director will work with the teacher and other stakeholders to offer the next level courses in the carpentry pathway.                                                                                                                            |
| Spring 2021 | During the registration process for the 2021-2022 school year, the CIMC/SPC and CDC will ensure that students are advised to take sequential courses in the career pathway of their choice                                                          |
| Summer 2021 | Analyze enrollment data to ensure that new pathways have sufficient enrollment, etc. and increase marketing efforts, if necessary                                                                                                                   |
| Fall 2021   | Begin offering sequential courses in the carpentry pathway.                                                                                                                                                                                         |

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

## Size, Scope, and Quality

### Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

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

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

#### Size and Scope of Program

| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished |                                                                                                                                                                                      | 2019-2020 |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| a)                                                                    | CTE enrollment data is analyzed and used to inform program offerings.                                                                                                                | * 1 ▼     |
| b)                                                                    | CTE enrollment data is analyzed and used to inform the number of courses and course sections within the program.                                                                     | * 1 ▼     |
| c)                                                                    | All students are able to enroll in the CTE program(s) of their choice and not denied access due to limited course offerings, lack of advisement, local enrollment restrictions, etc. | * 1 ▼     |

#### CTE Teaching and Learning Quality

| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished |                                                                                           | 2019-2020 |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------|
| a)                                                                    | Course blueprints are used to inform instruction in all CTE courses.                      | * 2 ▼     |
| b)                                                                    | Course User Guides are used to ensure instructional time is maximized in all CTE courses. | * 2 ▼     |
| c)                                                                    | Both teachers and students have a clear understanding of learning targets.                | * 2 ▼     |

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

### Facilities and Equipment Quality

| <b>0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished</b> |                                                                                                                               | <b>2019-2020</b> |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------|
| a)                                                                           | Facilities, equipment, technology and materials meet state-level CTE program guidelines.                                      | * 2 ▼            |
| b)                                                                           | Facilities, equipment and technology reflect current workplace, industry and/or occupational practices and requirements.      | * 2 ▼            |
| c)                                                                           | Equipment and technology to student ratio meets state-level guidelines.                                                       | * 2 ▼            |
| d)                                                                           | Facilities, equipment and technology are in good working order and are used in a safe manner.                                 | * 2 ▼            |
| e)                                                                           | Adequate classroom and/or workshop space is available.                                                                        | * 0 ▼            |
| f)                                                                           | Safety inspection of CTE labs/shop areas are conducted annually (at minimum).                                                 | * 3 ▼            |
| g)                                                                           | Instructional facilities are clean, well-organized, and conducive to learning.                                                | * 2 ▼            |
| h)                                                                           | Students demonstrate safe and appropriate use of facilities, equipment, technology and materials within the program of study. | * 2 ▼            |

|    |                                                                            |       |
|----|----------------------------------------------------------------------------|-------|
| i) | Regularly inspect, update and replace equipment, technology and materials. | * 2 ▼ |
|----|----------------------------------------------------------------------------|-------|

| Career Awareness, Exploration and Preparation Quality                 |                                                                                                                                                                                                                                                                                                                                                           |           |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished |                                                                                                                                                                                                                                                                                                                                                           | 2019-2020 |
| a)                                                                    | Career Interest Inventories are administered and used for advisement and registration.                                                                                                                                                                                                                                                                    | * 2 ▼     |
| b)                                                                    | Career awareness, exploratory and development information/opportunities are shared verbally (group or individual) with students, parents, staff and other stakeholders.                                                                                                                                                                                   | * 2 ▼     |
| c)                                                                    | Career awareness, exploratory and development information/opportunities are shared through other means of non-verbal media (brochures, websites, flyers, social media, etc.).                                                                                                                                                                             | * 1 ▼     |
| d)                                                                    | CTE students participate in employer visits, career fairs, industry and postsecondary tours.                                                                                                                                                                                                                                                              | * 2 ▼     |
| e)                                                                    | Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.                                                                                                                                                           | * 2 ▼     |
| f)                                                                    | Each CTE student in the program of study has a personalized, multi-year education and Career Development Plan (CDP) that reflects exploration of the student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning (e.g. WBL, CTSOs and credentialing). | * 2 ▼     |
| g)                                                                    | Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation, student credentialing and articulated credit.                                                        | * 1 ▼     |
| h)                                                                    | Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.                                            | * 2 ▼     |

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

### Student Credentialing Quality

| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished |                                                                                                                                 | 2019-2020 |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------|
| a)                                                                    | Students are provided credentialing opportunities in CTE courses that offer student credentialing.                              | * 3 ▼     |
| b)                                                                    | Students are provided their first credential opportunity attempt at no cost for each aligned CTE course that they are enrolled. | * 1 ▼     |
| c)                                                                    | Student credential data provides evidence of a successful credentialing program.                                                | * 2 ▼     |

### Postsecondary Alignment Quality

| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished |                                                                                                                                                                     | 2019-2020 |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| a)                                                                    | Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.              | * 2 ▼     |
| b)                                                                    | The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available. | * 1 ▼     |
| c)                                                                    | A MOU has been created outlining articulation and CTE CCP opportunities for students and evaluated on a regular basis.                                              | * 1 ▼     |
| d)                                                                    | A process is in place to ensure students receive articulated credits upon matriculation.                                                                            | * 2 ▼     |



## Partnership Quality

| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguisheda) Advisory council members represent employers in local, regional, or state "in-demand" jobs. |                                                                                                                                                                                                                                                                                     | 2019-2020 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| a)                                                                                                                                                                  | Advisory council members represent employers in local, regional, or state "in-demand" jobs.                                                                                                                                                                                         | * 1 ▼     |
| b)                                                                                                                                                                  | Advisory council members are engaged and assist in the planning and implementation process of the CTE program.                                                                                                                                                                      | * 1 ▼     |
| c)                                                                                                                                                                  | Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs.                                                                                                    | * 1 ▼     |
| d)                                                                                                                                                                  | Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders. | * 2 ▼     |
| e)                                                                                                                                                                  | Partners provide guidance in the selection of Career Pathways that meet current and future workforce demand.                                                                                                                                                                        | * 2 ▼     |
| f)                                                                                                                                                                  | Partners provide guidance in the identification of industry recognized credentials aligned to in-demand jobs.                                                                                                                                                                       | * 2 ▼     |
| g)                                                                                                                                                                  | Partners support student extended learning by providing opportunities such as work-based learning experiences.                                                                                                                                                                      | * 2 ▼     |
| h)                                                                                                                                                                  | Partners support teacher extended learning by providing opportunities such as externships to stay current with industry-relevant knowledge and skills.                                                                                                                              | * 2 ▼     |
| i)                                                                                                                                                                  | Partners support program of study sustainability by advocating for and promoting the program of study.                                                                                                                                                                              | * 2 ▼     |

## Career and Technical Student Organizations Quality

| <b>0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished</b> |                                                                                                              | <b>2019-2020</b> |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------|
| a)                                                                           | CTSOs are offered to all students for each program area offered at the middle school level.                  | * 0 ▼            |
| b)                                                                           | CTSOs are offered to all students for each program area offered at the high school level.                    | * 1 ▼            |
| c)                                                                           | CTSO's have a calendar of events and hold regular meetings.                                                  | * 1 ▼            |
| d)                                                                           | CTSOs provide opportunities for students to participate in relevant competitive events.                      | * 2 ▼            |
| e)                                                                           | CTSOs provide opportunities for students to participate in relevant community and school service activities. | * 1 ▼            |
| f)                                                                           | CTSOs provide opportunities for students to participate in leadership development activities.                | * 2 ▼            |
| g)                                                                           | CTSOs are supervised by CTE staff with clearly defined roles.                                                | * 2 ▼            |
| h)                                                                           | CTSOs are aligned with relevant national, state and/or local standards.                                      | * 2 ▼            |
| i)                                                                           | CTSOs have a formal officer team in place with assigned leadership positions.                                | * 2 ▼            |
| j)                                                                           | CTSO advisors attend professional learning opportunities to be prepared to be an effective advisor.          | * 3 ▼            |

| <b>Work-Based Learning Quality</b>                                           |                                                                                                                            |                  |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished</b> |                                                                                                                            | <b>2019-2020</b> |
| a)                                                                           | A full continuum of industry learning, and work-based learning experiences are offered to students.                        | * 2 ▼            |
| b)                                                                           | Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills. | * 2 ▼            |

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

#### \* Consultation Method

- Workgroup: CTE Leadership Team, teachers from multiple content areas, school counselors, a representative from special populations and two local employers participated in the discussion.
- Parents and students (Surveys)
- Local businesses, Mountain Area Workforce Development Board (Interviews)

#### \* What We Are Doing Well

- Students have the ability to concentrate in eleven career pathways
- Students are offered the opportunity, where appropriate, for secondary students to acquire postsecondary credits, and lead to an industry-recognized credential in collaboration with our local community college, Asheville Buncombe Technical Institute.
- State-of-the-art facilities/programs: advanced manufacturing classroom/laboratory; cosmetic arts laboratory; state-recognized early childhood daycare program where students can earn work study hours; well-equipped

and state of the art commercial kitchen; and robust engineering program taught by a former doctoral college professor

- Rigorous, coherent CTE content aligned with challenging academic standards; offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits
- Our programs lead to an industry-recognized credential in nursing, carpentry, adobe academy, and culinary & hospitality
- Engineering students in our CTSO placed 2nd in the nation in July 2019 for game design and execution.
- ProStart Team (culinary & hospitality) placed 3rd in the state at the Prostart competition in January 2020 which was sponsored by the National Restaurant Association.
- Other work-based learning opportunities at Asheville City Schools' CTE program have included placing students in a multitude of workplace locations: the Veteran's Administration Hospital; local architectural firms; elementary schools, restaurants, and hotels.
- We continue to offer industry-recognized credentials at no cost to students to better prepare them for high-demand, high-wage earning careers.
- We continue to maximize the enrollment in our Nursing Fundamentals program with at least 95% of the students graduating and earning a credential.

#### **\* Identified Needs**

##### Identified Needs

- 1) Inadequate classroom and/or shop space for CTE classes; ability to expand is limited.
- 2) Coordinated and sequenced comprehensive career development to promote and support the career decision-making and planning for all students, including prior to entering the program of study is needed.

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

**Classroom Space**

**What/Goal:** Provide adequate CTE classroom and/or workshop space.

**Why:** Additional space and classrooms/shop areas are needed to support current enrollment and increase enrollment and course offerings.

**How/Who/When:**

|                                                                                                                       |                                                                                                                                                                                                                              |                     |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <p><b>Building walk-thrus (CTE Building &amp; Main Building)</b></p> <p><b>Classroom-space study</b></p>              | <p>CTE faculty and staff<br/>CTE Administration<br/>LEA Administration (Chief Academic Officer)<br/>NCDPI Administration<br/>County Commissioners<br/>Advisory Council<br/>Maintenance Director<br/>School Board Members</p> | <p>Summer, 2020</p> |
| <p><b>Work with data manager to create the master schedule that allow classrooms to be shared during planning</b></p> | <p>CTE Director<br/>Building Principal</p>                                                                                                                                                                                   | <p>Spring 2021</p>  |
| <p><b>Request the acquisition of space in main building or move non-CTE courses housed in CTE building to</b></p>     | <p>CTE Director<br/>Building Principal</p>                                                                                                                                                                                   | <p>Summer 2020</p>  |

|                                                                                                                                                                                           |                                         |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------|
| main building. Current staff could be placed on a roving status for those courses that could accommodate this type of class and other teachers could teach during their planning periods. |                                         |             |
| Ask Buncombe County Commissioners for Capital Funds to support a CTE Capital Renovation                                                                                                   | Chief Academic Officer & Superintendent | Spring 2021 |

**Coordinated and sequenced comprehensive career development**

**What:** Develop a coordinated and sequenced comprehensive career development program by the end of the 2021-2022 school year

**How/Who/When:**

|                                                                                                                                                                                        |              |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------|
| Hire a middle school Career Development Coordinator to serve as a resource for middle school students and parents to gain a more in-depth understanding of the pathways and curriculum | CTE Director | 2020-2021 school year |
|                                                                                                                                                                                        |              |                       |

|                                                                                                                                                                                                                              |                                                  |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------|
| <b>Create a systematic career development framework that includes a program of work for the new middle school CDC and how career awareness activities will be structured and delivered at each grade level (grades 5-8).</b> | Middle School CDC & CTE Director                 | 2020-2021 school year |
| <b>Better define the structure and delivery of career development and career preparedness activities at the high school level.</b>                                                                                           | High School CDC & CTE Director                   | 2020-2021 school year |
| <b>Secure materials and purchase any online products (e.g., Virtual Job Shadow Junior) to use in career awareness, development, and preparedness initiatives</b>                                                             | Middle School CDC & CTE Director                 | 2020-2021 school year |
| <b>Begin integration with 6th graders</b>                                                                                                                                                                                    | Middle School CDC                                | 2020-2021 school year |
| <b>Evaluate</b>                                                                                                                                                                                                              | CTE Director, High School CDC, Middle School CDC | 2020-2021 school year |





## Career Pathways Implementation Evaluation of Progress

### Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

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

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

#### Career Pathways Implementation Evaluation of Progress

| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished |                                                                                                                                                                                                                                           | 2019-2020 |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| a)                                                                    | Career Pathways offerings are based on an analysis of data trends including enrollment and retention over time, alignment to region and state labor market demand, learner outcomes, and degree of secondary and postsecondary alignment. | * 2 ▼     |
| b)                                                                    | Secondary or postsecondary partners play a role in Career Pathways design and delivery.                                                                                                                                                   | * 2 ▼     |
| c)                                                                    | Business and industry partners play a role in Career Pathways design and delivery.                                                                                                                                                        | * 1 ▼     |
| d)                                                                    | Current and future workforce needs and economic priorities in your locale are used to determine Career Pathways offerings.                                                                                                                | * 1 ▼     |
| e)                                                                    | Secondary and postsecondary courses within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.                                                   | * 2 ▼     |
| f)                                                                    | Career Pathways allow for multiple entry and exit points.                                                                                                                                                                                 | * 1 ▼     |
| g)                                                                    | Career Pathways provide relevant work-based learning opportunities.                                                                                                                                                                       | * 2 ▼     |
| h)                                                                    | Career Pathways provide relevant credentialing opportunities as appropriate.                                                                                                                                                              | * 2 ▼     |

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

#### \* Consultation Method

- Asheville City Schools' Board Members (Interviews after visiting CTE programs and tour)
- Curriculum & Instruction Department - Special Education Director and Chief Academic Officer
- Parents and Students (survey)
- Mountain Area Workforce Development Board (Meeting)
- AHS School Counselors/SILSA School Counselor

#### \* What We Are Doing Well

- Our programs are challenging; address both academic and technical knowledge and skills including employability skills (Project Lead the Way)
- Pathway are aligned and articulated across secondary education and our local community college

|                                                                                                                                                                                                                                     |                                                       |                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------|
| <ul style="list-style-type: none"> <li>Monthly collaboration with local workforce development board</li> </ul>                                                                                                                      |                                                       |                       |
| <b>* Identified Needs</b>                                                                                                                                                                                                           |                                                       |                       |
| <b>Identified Need:</b><br><br>Career Pathways information that are mapped out in an easy to read format informing students and parents the appropriate course sequencing.                                                          |                                                       |                       |
| <b>* Describe how the identified needs will be addressed.</b>                                                                                                                                                                       |                                                       |                       |
| <b>What:</b> Create career pathway information in an understandable format for students and parents.<br><br><b>Why:</b> Provides a seamless transition to postsecondary opportunities and the workforce<br><br><b>How/Who/When:</b> |                                                       |                       |
| <b>Develop a one-stop access to career pathway information</b>                                                                                                                                                                      | CDC-High School<br>CDC-Middle School<br>IT Specialist | 2020-2021 school year |
|                                                                                                                                                                                                                                     | CDC-High School<br>CDC-Middle School<br>IT Specialist | 2020-2021 school year |
| <b>Develop an online career pathways community</b>                                                                                                                                                                                  |                                                       |                       |

|                                                          |                                                                       |             |
|----------------------------------------------------------|-----------------------------------------------------------------------|-------------|
| Evaluate traffic and ease of use (parent/student survey) | CTE Director<br>CDC-High School<br>CDC-Middle School<br>IT Specialist | Spring 2021 |
|                                                          |                                                                       |             |

## Improve Recruitment, Retention, and Training

### Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

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

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

#### Recruitment, Retention and Training of CTE Teachers

| 0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished |                                                                                                                                                                                              | 2019-2020 |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| a)                                                                    | CTE staff supporting the program of study meet appropriate state certification and licensing requirements.                                                                                   | * 2 ▼     |
| b)                                                                    | CTE staff supporting the program of study hold the industry recognized credential(s) that they offer to students.                                                                            | * 2 ▼     |
| c)                                                                    | CTE staff reflect the demographic makeup of the student body.                                                                                                                                | * 2 ▼     |
| d)                                                                    | CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.                                                                                                    | * 2 ▼     |
| e)                                                                    | CTE staff attend local, regional, and state professional development opportunities.                                                                                                          | * 3 ▼     |
| f)                                                                    | CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment, and extended learning activities and to analyze data for program improvement. | * 2 ▼     |
| g)                                                                    | Student data informs the professional learning opportunities provided to teachers.                                                                                                           | * 1 ▼     |

|    |                                                                                                                           |       |
|----|---------------------------------------------------------------------------------------------------------------------------|-------|
| h) | Transparent processes are in place to retain and recognize CTE teachers and support staff.                                | * 1 ▼ |
| i) | Exit interviews are analyzed for patterns to inform processes and practices.                                              | * 0 ▼ |
| j) | Consistent processes and supports are available for all newly hired CTE teachers and support staff.                       | * 2 ▼ |
| k) | CTE teachers and support staff participate in structured, data driven, student focused professional learning communities. | * 2 ▼ |
| l) | Teacher recruitment plans are developed based on the analysis of CTE position shortage trends.                            | * 3 ▼ |

#### \* Consultation Method

- Human resources personnel (Executive Director, Licensure specialist)
- School principals (middle & high schools)
- Career Development Coordinator

#### \* What We Are Doing Well

- In 2019-2020, we hired five highly qualified CTE teachers to replace teachers who retired, left for other career opportunities outside of teaching, or a new position was created (middle school)
- Asheville City Schools provides robust professional development opportunities for teachers, especially new teachers. This is in addition to PD specifically for career and technical education teachers.
- New teachers are provided a Beginning Teacher Plan; assigned a mentor; and must complete a beginning teacher portfolio.
- No projected turnover in CTE for the 2020-2021 school year

|                                                                                                                                                                                                                          |                                                                     |           |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------|--|
|                                                                                                                                                                                                                          |                                                                     |           |  |
| <b>* Identified Needs</b>                                                                                                                                                                                                |                                                                     |           |  |
| <b>Identified Need:</b>                                                                                                                                                                                                  |                                                                     |           |  |
| CTE teachers need opportunities to maintain up-to-date knowledge and skills across all aspects of an industry.                                                                                                           |                                                                     |           |  |
| <b>* Describe how the identified needs will be addressed.</b>                                                                                                                                                            |                                                                     |           |  |
| <b>What:</b> Create externship opportunities for CTE teachers to stay current with industry-relevant knowledge and skills.                                                                                               |                                                                     |           |  |
| <b>Why:</b> Externship opportunities provide teachers with first-hand knowledge of business and industry policies, expectations, and career opportunities that will help them tie curriculum to real-world applications. |                                                                     |           |  |
| <b>How/Who/When:</b>                                                                                                                                                                                                     |                                                                     |           |  |
| <b>Allocate CTE funds and/or secure non-CTE funding for substitutes and/or stipends for teachers to participate in job shadowing, business/industry tours, and teacher externships</b>                                   | CTE Director<br>CDC<br>CTE Teachers<br>Business & Industry Partners | 2020-2022 |  |
|                                                                                                                                                                                                                          |                                                                     |           |  |
| <b>Provide business and industry tours and externship opportunities to teachers</b>                                                                                                                                      | CTE Director<br>CDC<br>CTE Teachers<br>Business & Industry Partners | 2020-2022 |  |
|                                                                                                                                                                                                                          |                                                                     |           |  |

|                                                                                                                                               |                                                                     |           |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------|--|
| Coordinate tours and externships with area businesses                                                                                         | CTE Director<br>CDC<br>CTE Teachers<br>Business & Industry Partners | 2020-2022 |  |
| Monitor success of tours and externships via survey, PLC's, integration into lesson plans and/or conversations with teachers and stakeholders | CTE Director<br>CDC<br>CTE Teachers<br>Business & Industry Partners | 2020-2022 |  |



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

**Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)**

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

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

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

| <b>0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished</b> |                                                                                                                                                                                    | <b>2019-2020</b> |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| a)                                                                           | All learners have access to high-quality CTE programs of study.                                                                                                                    | * 2 ▼            |
| b)                                                                           | The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory. | * 2 ▼            |
| c)                                                                           | Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and special populations.                  | * 1 ▼            |
| d)                                                                           | Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.                        | * 2 ▼            |

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

#### \* Consultation Method

- School Counselors (Interviews)
- School Principals (AHS/SILSA) (Meeting)
- Chief Academic Officer (Meetings)
- Director of Exceptional Children (Meetings)
- Data Manager (Meetings)
- Parents and students (Surveys)
- CTSO advisors (Interviews)

#### \* What We Are Doing Well

- Regular collaboration with EC team

- Have identified gaps where we need to increase our recruitment efforts

- Created new promotional material for rising 9th grade to help with registration for fall 2020-2021

**\* Identified Needs**

**Identified Needs:**

- Increased exposure of our CTE Programs of Study to all stakeholders, including students in grades 6-12, to increase their knowledge base.
- Increase course offerings available to 9th grade students

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

**What:** All students and parents in grades 6-12 are exposed to all CTE Programs of Study within the district. In addition, they understand what the courses are about and who to contact if they have questions.

**Why:** The hope that enrollment in CTE courses will increase once stakeholders have a better knowledge of understanding. Allows CTE to identify courses of high student interest and offer those courses. The more exposure to different courses increases the chance to help students decide what they want to do after high school. Will allow parents to better support their students as they transition to high school and begin to make critical career-related decisions

**How/Who/When:**

|                                    |                |            |
|------------------------------------|----------------|------------|
| Update CTE Website                 | CTE Director   | Every Week |
| Create new CTE marketing materials | CTE Admin Team | Fall 2020  |

|                                                                                                                                                                                               |                                                     |                           |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------|--|
| <b>Email students a newsletter highlighting a CTE program of study.</b>                                                                                                                       | CDC (Middle & High)                                 | Monthly                   |  |
| <b>Host an annual district-wide Career/Parent Night to connect parents, students, teachers, businesses, and local community colleges at one event to unite and have a dialogue about work</b> | CDC (Middle & High)<br>CTE Teachers<br>CTE Students | Every February            |  |
| <b>Work with counselors to conduct career fairs at each of the high schools once per year</b>                                                                                                 | CDC (Middle & High)                                 | 2020-2021                 |  |
| <b>Work closely with the Director of EC, Director of EL, and EC staff at all middle and high schools</b>                                                                                      | CTE Director<br>CDC (Middle & High)                 | Every August and February |  |
| <b>Work with/train counselors about CTE courses to better assist students with the 2021-2022 registration process</b>                                                                         | CTE Director<br>CDC (Middle & High)                 | End of Fall 2020          |  |
| <b>CTE teachers will be more</b>                                                                                                                                                              | CTE Teachers                                        | 2020-2021                 |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                              |                                     |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------|
| visible during open houses, middle school tours, etc.<br><b>Encourage CTSO</b> sponsoring teachers to the middle school to do classroom presentations to the 8th graders.                                                                                                                                                                                                                                                    | CDC (Middle & High)                 |             |
| Work with CTE teachers to publicize accomplishments that the students achieve such as credentials, awards, competitions, and other special recognitions through the school years.                                                                                                                                                                                                                                            | CTE Director<br>CDC (Middle & High) | 2020-2021   |
| <p><b><u>Carpentry</u></b></p> <p><b>What (Goal):</b> Expand our course offerings to 9th grade students through a more inclusive pathway</p> <p><b>Why:</b> The average wage earned by carpenters is approximately \$10,000 higher than woodworkers</p> <p><b>Strategy:</b> Pathway allows more course options for 9th grades students as they are not permitted to take Woodworking I or II</p> <p><b>How/Who/When:</b></p> |                                     |             |
| Evaluate courses the Carpentry career pathway and credentialing opportunities                                                                                                                                                                                                                                                                                                                                                | CTE Director                        | Summer 2020 |

|                                                                                                                                        |                           |                       |  |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------|--|
|                                                                                                                                        |                           |                       |  |
| <b>Complete NCCER registration</b>                                                                                                     | CTE Director              | Summer 2020           |  |
| <b>Meet with counselors to enroll students, including 9th graders into the foundational pre-requisite course.</b>                      | CTE Director & Counselors | Summer 2020           |  |
| <b>Train for NCCER and prepare to teach the foundational pre-requisite. Attend professional development in the carpentry pathway .</b> | CTE Teacher               | Summer & Fall 2020    |  |
| <b>Evaluate the success of the program based upon POL</b>                                                                              | CTE Director, CDC, CIMC   | 2020-2021 school year |  |

Subsection - Local Application Narratives

**Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part III: Local Application Narratives**

**Instructions**

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

Select Add Row to add additional pathways.

Complete the narratives below the list.

**State Approved Career Clusters**

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

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

|                                                                                               |   |
|-----------------------------------------------------------------------------------------------|---|
| * Arts, A/V Technology, & Communications — Adobe Academy Career Pathway (ADAC)                | ▼ |
| * Arts, A/V Technology, & Communications — Digital Design and Animation Career Pathway (DIDE) | ▼ |
| * Arts, A/V Technology, & Communications — Game Art Design Career Pathway (GAAR)              | ▼ |
| * Finance — Financial Planning Career Pathway (FNPL)                                          | ▼ |
| * Business Management & Administration — General Management Career Pathway (GMGT)             | ▼ |

|                                                                                                           |   |
|-----------------------------------------------------------------------------------------------------------|---|
| * Science, Technology, Engineering, & Mathematics — Technology Engineering & Design Career Pathway (TEND) | ▼ |
| * Science, Technology, Engineering, & Mathematics — PLTW Engineering Career Pathway (PLWE)                | ▼ |
| * Manufacturing — Woodworking Career Pathway (WOWO)                                                       | ▼ |
| * Marketing — Marketing Management Career Pathway (MMGT)                                                  | ▼ |
| * Information Technology — AP Computer Science Career Pathway (APCS)                                      | ▼ |
| * Health Science — PLTW Biotechnology Research & Development Career Pathway (PLWB)                        | ▼ |
| * Manufacturing — Advanced Manufacturing Career Pathway (ADMA)                                            | ▼ |
| * Health Science — Healthcare Professional Career Pathway (HPCP)                                          | ▼ |
| * Human Services — Early Childhood Development & Services Career Pathway (EACH)                           | ▼ |
| * Hospitality & Tourism — Culinary Arts Applications Career Pathway (CULA)                                | ▼ |
| * Hospitality & Tourism — Culinary Arts Internship Career Pathway (CULI)                                  | ▼ |
| * Hospitality & Tourism — Sports & Entertainment Marketing Career Pathway (SEMK)                          | ▼ |
| * Manufacturing — Advanced Manufacturing Career Pathway (ADMA)                                            | ▼ |
| * Arts, A/V Technology, & Communications — Apparel and Textile Production Career Pathway (ATPR)           | ▼ |
| * Architecture & Construction — Carpentry Career Pathway (CARP)                                           | ▼ |

**\* CTE Local Courses**

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

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



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

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

Working in collaboration with economic partners, post-secondary partners, business partners, parents and other stakeholders, we reviewed and analyzed the data to make decisions regarding the courses we will be offering. Local employment data provides rationale for courses offered in healthcare, STEM, manufacturing, hospitality and tourism, early childhood education, and business support services.

Stakeholder input provided data that helped determine the need for courses that lead to credentials and those that will articulate to post-secondary credit. Also, the courses being offered are ones that businesses recognize as equipping students with foundation and upper level skills needed for the workforce. Students will be able to increase productivity either by earning a credential or working toward a post-secondary degree which will help in the state's quest in the MyFutureNC initiative.

Based on the industry needs in our local area, the CLNA process identified Manufacturing Robotics as a program to be implemented in our district. Perkins funds will be used to provide on-going professional development for the engineering instructor, purchase the 3rd party certification materials, and purchase and maintain the robotics equipment. The CLNA process also identified Cosmetic Arts as a program in need of improvement. Perkins funds will be used transition the 1500-hour Cosmetology program to the 300-hour Natural Hair Specialist program.

Through the CLNA process, a change in our current pathway model was recommended. For the 2020-2021 school year, our district is changing the woodworking pathway to the carpentry career pathway. Even though woodworking is still an in-demand industry, carpentry offers a much more lucrative career, particularly in our local area. According to the Bureau of Labor & Statistics, the average annual salary for a Woodworker ranges from \$19,177.60 - \$39,192. Their hourly wage ranges from \$9.22 - \$17.40. In contrast, the average annual salary for a Carpenter \$53,722. Depending on the discipline, a carpenter's salary can range anywhere from \$46,392 - \$61,915 per year. Those employed in specialized carpentry careers (e.g. cabinetry and furniture) can have a higher paying career. Therefore, from a financial standpoint, the job outlook and the salary for carpenters are better than that for woodworkers. Although employment growth is expected in both trades, it is predicted to be three times higher for carpenters. NCCER's Construction Core course is the foundational pre-requisite for several other career pathways and will allow our school to expand CTE course and pathway offerings (e.g., plumbing, HVAC, masonry, electrical) in the future. The construction career pathway offers more industry-aligned credentials that students can earn while in high school, helping to make them more employable to better prepared to enter a post-secondary construction-related program after high school. Our program is already equipped with

the tools necessary to provide high quality instruction in this pathway. CTE funds will be dedicated to providing the necessary training for the teacher and other expenses related to the transition and introduction of the new pathway.

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

1. The Career Development Coordinator and CTE Staff will meet with teachers in both the middle and high school know and understand what is being offered and the pathways they fall into. This will provide additional CTE experts that will help promote CTE. Then as part of an overall promotional strategy, CTE personnel will provide the curriculum team the new CTE course offerings for the year.
2. Once the entire Asheville City Course Guide is produced, the guide will be available online where all students and parents/guardians will be able to access it.
3. Handouts that describe pathways and show course sequences including what courses make up a pathway will also be made available to be given out to students and parents/guardians.
4. Classroom visits will be made by CTE staff to elementary and middle schools to help promote courses.
5. CTE Personnel will present at open houses at the elementary, middle and high schools.
6. For students and parents needing translated versions, a translator will be available at open houses. Google Translate will be used as well.
7. Paper copies of the Course Offering Book will be available at all schools of all courses for stakeholders who do not have access at home.

As always, CTE staff will always be available for school tours and to answer any questions stakeholders may have.

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

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

Asheville City will work with the Mountain Area Workforce Board by being active and engaged on the Youth and Work-based learning committees. This will enable staff to continue to monitor the economic trends and interact with the workforce around the area. Also, career events such as: Construction Career Days, WNC Expo, the Youth Summit are all important planned and executed through the Board. Students will be able to participate in these events, and we will work with the Career Centers on soft-skills training and job connections to help our students when they are job seekers. Also, through collaborative partnership, we can help promote the career center as adults in the community may need essential career services as job seekers. We can hold workshops on our campus for them and invite the Career Center Manager to serve on our Business Advisory Board.

Partnering with the Mountain Area Workforce Board and the Chamber allows us to attend economic updates and have access to the data systems that they use. Also, they hold sector meetings and we can attend and hear the workforce needs by sector as well. This information is key as we can inform not only our students, but our teachers and administrators as well.

A systematic framework is the key to the success of a program. Students will use the NCCareers in middle school to begin investigating career interests and exploring career options. CTE staff will work with all middle teachers and engage them in career exploration activities. These include: Students@Work, CTE Summer Camps, shadowing, and online career adventures through virtual sites during learn at home days. CTE Staff will work with business and industry to invite guest speakers, both in person and online, and connect all content curriculum to careers.

From middle school to high school, students will be able to move seamlessly into their classes at the high school. CTE will work to hold a virtual Meet the Teacher Day before students come and possibly a CTE scavenger hunt. Any activity that can be interactive. We will work to connect all students to careers emphasizing the importance of content classes and CTE. In addition, we will work to emphasize the importance of Work-based learning and career and college planning. Bringing in community experts will be important as we introduce students to graduates of Asheville High who have made it in the business community. Mentors and job shadowing are just as important in high school and making sure students have a connection through relationships is an incredibly important step towards graduation.

Career awareness at the 5th grade level will be provided through Virtual Job Shadow Jr. and a "What Do I Want to Be When I Grow Up?" mini career fair event with guest speakers from various career fields.

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

- Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
- Prepare CTE participants for non-traditional fields;
- Provide equal access for special populations to CTE courses, programs, and programs of study; and

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

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

1. Students@Work- career introduction
2. Career Fairs
3. Work with NC Works Career Centers
4. Participate in student organizations such as FCCCLA and HOSA, etc
5. Participate in Work-based learning
6. Ensure that all students, including special populations, have access to high quality CTE courses in industries that are aligned to local business and industry opportunities
7. Provide necessary support to special populations students to remove any barriers that could prevent them from being successful in their CTE courses.

**Prepare for non-traditional fields:**

1. Involve non-traditional role models and bring in community representatives
2. Attend career fairs and youth events that showcase non-traditional leaders

**Provide equal access:**

All CTE courses are open to all students and no student will be discriminated against. This will be done through Powerschool and registration.

**Ensure non-discrimination of special populations:**

All CTE courses are open to all students and no student will be discriminated against. This will be done through Powerschool and registration.

Non-discrimination statements are posted in all CTE classrooms.



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

We currently have work-based learning opportunities for students; however, we look to vastly improve WBL programs. Internships for students are becoming more prevalent. Teachers who have not done so in the past will be encouraged to bring business/industry leaders into their classrooms. We are in the beginning stages of talks with the Land of Sky Regional Council and Asheville-Buncombe Technical College about getting a good apprenticeship program underway for our students.

Our Nursing Fundamentals Honors program allows students to log hours at a long-term care facility and then sit for their CNA license. Also during the 2019-2020 school year, Biltmore hosted four of our FACS students to work in their restaurants as part of a pre-apprenticeship program. Each of the four were offered jobs when the 'internship' ended.

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

Classes that articulate are identified by their teachers. We offer many CCP options for students. We have liaisons from the community college that arrange meetings with students. In addition, we house an Advanced Manufacturing lab on our campus that an instructor from AB-Tech teaches. Community college level criminal justice classes from AB Tech are also taught on our campus. These programs are advertised through our counseling office and through informational materials made available by the community college.

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

We will continue to work with our human resources department in recruiting efforts for our CTE staff. We are retaining 100% of our CTE teaching staff for the 2020-2021 school year. However, we would like to add future pathways, such as the Teaching as a Profession pathway, and will need additional teaching staff. Our district supports new teachers with a mentoring program. In addition to training for new teachers, our CTE department provides many opportunities throughout the year for teachers to enhance their teaching practices through professional development. Of all the departments in our high school, CTE has the most diverse staff and includes individuals from underrepresented groups in the teaching profession.

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

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

Application for Workstudy Program

**Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part IV: Application for Workstudy Program**

**1. Students participating in the program are:**

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

**2. Hours and compensation/limitations are:**

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

(d) rate per hour -

Minimum: Effective State minimum wage rate;

Maximum: Effective Federal minimum wage rate

**3. Place of employment may be:**

(a) Local education agency, or

(b) Public or non-profit, private agency or institution -- Federal, State, or Local.

(c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and

**4. Programs will be coordinated such that:**

(a) Work will be performed pursuant to a written agreement between the local educational agency and participating public agency or institution;

(b) Work so performed will be adequately supervised and coordinated; and

(c) Work will not supplant present employees of participating agency or institution.

(d) In cases where work is performed for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that the students so employed are not Federal employees for any purpose.

☒ **Our district WILL be participating in the Workstudy Program.**

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

☒ (a) Family or individuals' annual income are at or below the official poverty line.



☒ (b) Family or individuals are eligible for free or reduced price lunch.

☐ (c) Family or individuals are eligible for Aid to Families with Dependent Children or other public assistance.

☐ (d) Family or individuals are eligible for participation in programs assisted under Title II of JTPA.

☐ (e) If handicapped; each student also meets disadvantaged criteria (plus 1 or more of (a) - (d)).

**6. This application covers the amount of State Career Technical Education work-study funds indicated in A. and will serve the students identified in B. below. Funds identified must be shown on program budget - Salaries.**

|                                               |               |
|-----------------------------------------------|---------------|
| A. State Funds                                | * \$ 2,000.00 |
| B. Estimated Number of Students Participating | * 6           |

## 7. Identification of Work-Study Supervisor

\* Name

Laura Westbrook

\* Title

Early Childhood Instructor

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

Workstudy students are from the Early Childhood education pathway. The students earn their lab hours through the workstudy program by assisting with the supervision of the children in our childcare center before and after school. Students in the program are eligible to participate because they either receive free or reduced lunch or their family household income is below the official poverty line.

Budget

Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)

All ▼

| [Download Budget Data] [Collapse Budget] [Hide Unbudgeted Categories] |                               |             |                                |                             |                              |                                                    |                        |                           |                                           |          |
|-----------------------------------------------------------------------|-------------------------------|-------------|--------------------------------|-----------------------------|------------------------------|----------------------------------------------------|------------------------|---------------------------|-------------------------------------------|----------|
| Purpose Code<br>Object Code                                           | Regular<br>Curricular<br>5110 | CTE<br>5120 | Special<br>Populations<br>5220 | Alternative<br>K-12<br>5310 | Guidance<br>Services<br>5830 | CTE<br>Curricular<br>Support &<br>Develop.<br>6120 | Transportation<br>6550 | Audit<br>Services<br>6930 | Payments<br>to Other<br>Gov Units<br>8100 | Total    |
| 113 - Salary - Director<br>and/or Supervisor                          |                               |             |                                |                             |                              | 0.00                                               |                        |                           |                                           | 0.00     |
| 121 - Salary - Teacher                                                |                               | 0.00        |                                | 0.00                        |                              |                                                    |                        |                           |                                           | 0.00     |
| 122 - Salary - Interim<br>Teacher – Non Cert                          |                               | 0.00        |                                | 0.00                        |                              |                                                    |                        |                           |                                           | 0.00     |
| 124 - Salary - VIF                                                    |                               | 0.00        |                                | 0.00                        |                              |                                                    |                        |                           |                                           | 0.00     |
| 131 - Salary - Instruct.<br>Support I - Reg.                          |                               | 0.00        | 0.00                           |                             | 0.00                         |                                                    |                        |                           |                                           | 0.00     |
| 142 - Salary - TA -<br>NCLB                                           |                               | 0.00        |                                | 0.00                        |                              |                                                    |                        |                           |                                           | 0.00     |
| 143 - Salary - Tutor                                                  |                               | 0.00        | 0.00                           | 0.00                        |                              |                                                    |                        |                           |                                           | 0.00     |
| 146 - Salary -<br>Specialist (School-<br>Based)                       |                               | 0.00        | 0.00                           | 0.00                        |                              | 0.00                                               |                        |                           |                                           | 0.00     |
| 151 - Salary - Office<br>Support                                      |                               |             |                                |                             |                              | 0.00                                               |                        |                           |                                           | 0.00     |
| 153 - Salary - Admin<br>Specialist                                    |                               |             |                                |                             |                              | 0.00                                               |                        |                           |                                           | 0.00     |
| 162 - Substitute Pay -<br>Reg. Absence                                |                               | 0.00        |                                | 0.00                        |                              |                                                    |                        |                           |                                           | 0.00     |
| 163 - Substitute Pay -<br>Staff Dev.                                  | 0.00                          | 8,000.00    |                                | 0.00                        |                              |                                                    |                        |                           |                                           | 8,000.00 |
| 164 - Salary - Full Time<br>Sub - Non-Cert                            |                               | 0.00        |                                | 0.00                        |                              |                                                    |                        |                           |                                           | 0.00     |
| 165 - Substitute Pay -<br>Non-Teaching                                |                               |             |                                |                             |                              |                                                    | 0.00                   |                           |                                           | 0.00     |
| 166 - Tchr. Asst. Pay -                                               |                               | 0.00        |                                | 0.00                        |                              |                                                    |                        |                           |                                           | 0.00     |

|                                                |  |  |  |  |  |  |  |  |  |
|------------------------------------------------|--|--|--|--|--|--|--|--|--|
| <b>Staff Dev.</b>                              |  |  |  |  |  |  |  |  |  |
| 167 - Tchr. Asst. Pay - Reg. Absence           |  |  |  |  |  |  |  |  |  |
| 171 - Salary - Driver                          |  |  |  |  |  |  |  |  |  |
| 172 - Salary - Driver Overtime                 |  |  |  |  |  |  |  |  |  |
| 175 - Salary - Skilled Trades                  |  |  |  |  |  |  |  |  |  |
| 180 - Supplementary and Benefits-Related Pay   |  |  |  |  |  |  |  |  |  |
| 181 - Supplementary Pay                        |  |  |  |  |  |  |  |  |  |
| 183 - Bonus Pay                                |  |  |  |  |  |  |  |  |  |
| 184 - Longevity Pay                            |  |  |  |  |  |  |  |  |  |
| 189 - Short Term Disability – First Six Months |  |  |  |  |  |  |  |  |  |
| 191 - Curriculum Development Pay               |  |  |  |  |  |  |  |  |  |
| 192 - Additional Responsibility Stipend        |  |  |  |  |  |  |  |  |  |
| 193 - Mentor Stipend                           |  |  |  |  |  |  |  |  |  |
| 196 - Staff Dev. Participant Pay               |  |  |  |  |  |  |  |  |  |
| 197 - Staff Development Instructor             |  |  |  |  |  |  |  |  |  |
| 198 - Tutorial Pay                             |  |  |  |  |  |  |  |  |  |
| 199 - Overtime Pay                             |  |  |  |  |  |  |  |  |  |
| 211 - Employer's Soc Sec - Regular             |  |  |  |  |  |  |  |  |  |
| 221 - Employer's Retirement - Regular          |  |  |  |  |  |  |  |  |  |
| 231 - Employer's Hospitalization Ins           |  |  |  |  |  |  |  |  |  |







Related Documents

Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)

Required Documents

This page is currently not accepting Related Documents.



**Allotment and Budget**

**Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part V - 2:  
Months of Employment Grant (PRC 013)**

|                                                      |            |
|------------------------------------------------------|------------|
| <b>Months of Employment<br/>(PRC 013) Allotment:</b> | <b>245</b> |
|------------------------------------------------------|------------|

Budget

Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part V - 3: State Support Grant (PRC 014)

[Download Budget Data] [Collapse Budget] [Hide Unbudgeted Categories]

| Purpose Code<br>Object Code                     | Regular<br>Curricular<br>5110 | CTE<br>5120 | Special<br>Populations<br>5220 | Alternative<br>K-12<br>5310 | Guidance<br>Services<br>5830 | CTE<br>Curricular<br>Support &<br>Develop.<br>6120 | Transportation<br>6550 | Total     |
|-------------------------------------------------|-------------------------------|-------------|--------------------------------|-----------------------------|------------------------------|----------------------------------------------------|------------------------|-----------|
| 121 - Salary - Teacher                          |                               | 0.00        |                                | 0.00                        |                              |                                                    |                        | 0.00      |
| 122 - Salary - Interim<br>Teacher – Non Cert    |                               | 0.00        |                                | 0.00                        |                              |                                                    |                        | 0.00      |
| 124 - Salary - VIF                              |                               | 0.00        |                                | 0.00                        |                              |                                                    |                        | 0.00      |
| 131 - Salary - Instruct.<br>Support I - Reg.    |                               | 1,000.00    | 0.00                           |                             | 0.00                         |                                                    |                        | 1,000.00  |
| 142 - Salary - TA -<br>NCLB                     |                               | 0.00        |                                | 0.00                        |                              |                                                    |                        | 0.00      |
| 143 - Salary - Tutor                            |                               | 0.00        | 0.00                           | 0.00                        |                              |                                                    |                        | 0.00      |
| 146 - Salary -<br>Specialist (School-<br>Based) |                               | 0.00        |                                | 0.00                        |                              | 0.00                                               |                        | 0.00      |
| 148 - Non-Certified<br>Instructor               |                               | 0.00        |                                |                             |                              |                                                    |                        | 0.00      |
| 151 - Salary - Office<br>Support                |                               |             |                                |                             |                              | 38,990.52                                          |                        | 38,990.52 |
| 152 - Salary -<br>Technician                    |                               |             |                                |                             |                              | 0.00                                               |                        | 0.00      |
| 162 - Substitute Pay -<br>Reg. Absence          |                               | 300.00      |                                | 0.00                        |                              |                                                    |                        | 300.00    |
|                                                 |                               |             |                                |                             |                              |                                                    |                        |           |

|                                                |                                   |                                       |                                   |                                   |                                   |                                   |                                       |
|------------------------------------------------|-----------------------------------|---------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------------|
| 163 - Substitute Pay - Staff Dev.              | <input type="text" value="0.00"/> | <input type="text" value="500.00"/>   |                                   | <input type="text" value="0.00"/> |                                   |                                   | <input type="text" value="500.00"/>   |
| 164 - Salary - Full Time Sub - Non-Cert        |                                   | <input type="text" value="0.00"/>     |                                   | <input type="text" value="0.00"/> |                                   |                                   | <input type="text" value="0.00"/>     |
| 165 - Substitute Pay - Non-Teaching            |                                   |                                       |                                   |                                   |                                   | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 166 - Tchr. Asst. Pay - Staff Dev.             |                                   | <input type="text" value="0.00"/>     |                                   | <input type="text" value="0.00"/> |                                   |                                   | <input type="text" value="0.00"/>     |
| 167 - Tchr. Asst. Pay - Reg. Absence           |                                   | <input type="text" value="0.00"/>     |                                   | <input type="text" value="0.00"/> |                                   |                                   | <input type="text" value="0.00"/>     |
| 171 - Salary - Driver                          |                                   |                                       |                                   |                                   |                                   | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 172 - Salary - Driver Overtime                 |                                   |                                       |                                   |                                   |                                   | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 175 - Salary - Skilled Trades                  |                                   |                                       |                                   |                                   |                                   | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 177 - Work Study Student                       |                                   | <input type="text" value="500.00"/>   |                                   | <input type="text" value="0.00"/> |                                   |                                   | <input type="text" value="500.00"/>   |
| 183 - Bonus Pay                                |                                   |                                       | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 184 - Longevity Pay                            |                                   | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 185 - Bonus Leave Payoff                       |                                   | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 188 - Annual Leave Payoff                      |                                   | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 189 - Short Term Disability – First Six Months |                                   | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 191 - Curriculum Development Pay               |                                   | <input type="text" value="2,000.00"/> |                                   | <input type="text" value="0.00"/> |                                   |                                   | <input type="text" value="2,000.00"/> |
| 192 - Additional Responsibility Stipend        |                                   | <input type="text" value="0.00"/>     |                                   |                                   |                                   |                                   | <input type="text" value="0.00"/>     |
|                                                |                                   |                                       |                                   |                                   |                                   |                                   |                                       |

|                                        |                                   |                                       |                                   |                                   |                                   |                                   |                                       |                                   |                                       |
|----------------------------------------|-----------------------------------|---------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------------|-----------------------------------|---------------------------------------|
| 196 - Staff Dev. Participant Pay       | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 197 - Staff Development Instructor     |                                   | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> |                                       | <input type="text" value="0.00"/> |                                       |
| 199 - Overtime Pay                     |                                   | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> |                                   | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 211 - Employer's Soc Sec - Regular     | <input type="text" value="0.00"/> | <input type="text" value="1,800.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="1,800.00"/> | <input type="text" value="0.00"/> | <input type="text" value="3,600.00"/> |
| 221 - Employer's Retirement - Regular  | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 231 - Employer's Hospitalization Ins   |                                   | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 232 - Employer's Workers' Comp Ins     |                                   | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 234 - Employer's Dental Ins Cost       |                                   | <input type="text" value="0.00"/>     |                                   |                                   |                                   |                                   |                                       |                                   | <input type="text" value="0.00"/>     |
| 311 - Contracted Services              |                                   | <input type="text" value="6,000.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="6,000.00"/> |
| 312 - Workshop Exp/Allowable Travel    | <input type="text" value="0.00"/> | <input type="text" value="750.00"/>   | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="500.00"/>   |                                   | <input type="text" value="1,250.00"/> |
| 313 - Advertising Cost                 |                                   | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 314 - Printing and Binding Fees        |                                   | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 315 - Reproduction Costs               |                                   | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 319 - Other Professional/Technical Svc |                                   | <input type="text" value="100.00"/>   |                                   | <input type="text" value="0.00"/> |                                   |                                   |                                       |                                   | <input type="text" value="100.00"/>   |
| 326 - Contracted Repairs - Equipment   |                                   | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     |
| 327 - Rentals/Leases                   |                                   | <input type="text" value="1,500.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> | <input type="text" value="0.00"/>     | <input type="text" value="0.00"/> | <input type="text" value="1,500.00"/> |



|                                                |  |      |  |           |      |      |      |      |           |           |
|------------------------------------------------|--|------|--|-----------|------|------|------|------|-----------|-----------|
|                                                |  |      |  |           |      |      |      |      | 0.00      | 0.00      |
| 459 - Other Food Purchases                     |  |      |  |           |      |      |      | 0.00 |           | 0.00      |
| 461 - Furniture and Equipment - Inventoried    |  |      |  |           | 0.00 |      |      | 0.00 |           | 0.00      |
| 462 - Computer Equipment - Inventoried         |  |      |  |           | 0.00 |      |      | 0.00 |           | 0.00      |
| 471 - Sales and Use Tax Expense                |  |      |  |           | 0.00 |      |      | 0.00 |           | 1,000.00  |
| 541 - Equipment Purchase - Capitalized         |  |      |  |           | 0.00 |      |      | 0.00 |           | 0.00      |
| 542 - Computer Hardware Purchase - Capitalized |  |      |  |           | 0.00 |      |      | 0.00 |           | 0.00      |
| Total                                          |  | 0.00 |  | 28,913.63 | 0.00 | 0.00 | 0.00 | 0.00 | 41,290.52 | 70,204.15 |
| Adjusted Allocation                            |  |      |  |           |      |      |      |      |           | 70,204.15 |
| Remaining                                      |  |      |  |           |      |      |      |      |           | 0.00      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Assurances                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part VI: Assurances and Certifications</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <p>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.</p> <p>These assurances and certifications confirm the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local application. State legal requirements are designated by an (S) and federal requirements ((Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (P. L. 111 - 224) requirements by an (F).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <div> <div>  <b>* The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that:</b> </div> <div> <div>A. Local Application for Career and Technical Education Programs</div> <div> <div>1.</div> <div>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)</div> </div> <div> <div>2.</div> <div>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))</div> </div> <div> <div>3.</div> <div>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)</div> </div> </div> </div> |  |

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



|     |                                                                                                                                                                                                                                                                                                                                                                                       |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12. | New career and technical education programs show documented need based on student demands, or for new job skill programs, based on student and labor market demands (S. 115C-154.1(4)); or, address high-wage or high skill or in-demand occupations. (F. 135 (3))                                                                                                                    |
| 13. | All career and technical education programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1 (5))                                                                                                                                                          |
| 14. | Local programs using the cooperative career and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154)                                                                                                                                                                   |
| 15. | Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. (F. 135 (b)(1)) |
| 16. | Provide professional development programs for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. counselors, and administrators. (F. 135 (b)(1)(2))                                                                                                                       |
| 17. | The definitions of specific career and technical education program elements are adhered to. (S. 115C-152 (1)(2)(3)(4))                                                                                                                                                                                                                                                                |
| 18. | Support integration of academic skills into career and technical education programs and programs of study. (F.135 (4))                                                                                                                                                                                                                                                                |
| 19. | Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance. (F. 135 (5))                                                                                                                                                       |
| 20. | A formal system of evaluation is conducted annually to determine how the programs meet their state objectives and are relevant to employment and occupational needs of students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S. 115C-154 (10))                                                      |
|     |                                                                                                                                                                                                                                                                                                                                                                                       |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21.                   | Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive local needs assessment required. (F. 135 (b)(6))                                                                                                                                                                                                                   |
| 22.                   | An organized system for conducting follow-up studies to determine the effectiveness of the career and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the career and technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. 115C-154 (10)) |
| 23.                   | The LEA has on file the findings of evaluations of career and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services, and activities. (S. 115C-154 (10))                                                                                                                                                                       |
| 24.                   | Each local board of education shall be assisted by a business advisory council in performance of its duties to provide career and technical education instruction, activities, and services. (S. 115C-172)                                                                                                                                                                                                                   |
| 25.                   | Each local school administrative unit shall offer as part of its career and technical education program at least two work-based learning opportunities that are related to career and technical education instruction. A work-based learning opportunity shall consist of on-the-job training through an internship, cooperative education, or an apprenticeship program. (S. 115C-157).                                     |
| B. Local Use of Funds |                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1.                    | The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities under this section. (F. 135 (d))                                                                                                                                                                                                                                                      |
| 2.                    | Funds allocated for career and technical education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations. (S. 115C-105.25 (b)(6))                                                                                                                                                                                      |
| 3.                    | No funds from Perkins V shall be used to require any secondary school student to choose or pursue a specific Career Pathway Program of Study; or to mandate that any individual participate in a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (F. 214 (1)(2))                                                                 |

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.                                 | Funds made available under this act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities. (F. 211 (a))                                                                                                                                                                                                                                                                                                                                                                          |
| 5.                                 | No funds under Perkins V may be used to provide career and technical education programs or programs of study to students prior to the middle grades (5th grade defined by ESSA) except that equipment and facilities purchased with funds under this act may be used by such students. (F. 215)                                                                                                                                                                                                                                                                                                      |
| 6.                                 | If the LEA uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel, shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographic area served by such eligible agency or eligible recipient. (F. 217) |
| C. Other Administrative Provisions |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 1.                                 | Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services. (F. 216)                                                                                                                                                                                                                                                                                                                                                   |
| 2.                                 | Nothing in Perkins V shall be construed by the LEA to permit, allow, encourage, or authorize any federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act. (F. 213)                                                                                                                                                   |

|                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Debarment Assurance                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part VI: Assurances and Certifications                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85, Participants' Responsibilities. Copies of the regulations may be obtained by contacting the person to which this application is submitted. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <input checked="" type="checkbox"/> * The undersigned certifies, to the best of his or her knowledge and belief, that:                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1.                                                                                                                                                                                                                                                                                     | The prospective lower tier participant certifies, by submission of this application, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.                                                                                                                                                                |
| 2.                                                                                                                                                                                                                                                                                     | Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this application.                                                                                                                                                                                                                                                                            |
| 3.                                                                                                                                                                                                                                                                                     | By signing and submitting this application, the prospective lower tier participant is providing the certification set out below.                                                                                                                                                                                                                                                                                                                                           |
| 4.                                                                                                                                                                                                                                                                                     | The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment. |
|                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |



|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.  | The prospective lower tier participant shall provide immediate written notice to the person to which this application is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.                                                                                                                                                                             |
| 6.  | The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "application," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this application is submitted for assistance in obtaining a copy of those regulations. |
| 7.  | The prospective lower tier participant agrees by submitting this application that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.                                                |
| 8.  | The prospective lower tier participant further agrees by submitting this application that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.                                                                                        |
| 9.  | A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.      |
| 10. | Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.                                                                                                                                |
|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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

Certification Regarding Lobbying for Grants and Cooperative Agreements

**Asheville City Schools (111) Regular Local School District - FY 2021 - CTE Local Application - Rev 0 - Part VI: Assurances and Certifications**

**Certification Regarding Lobbying for Grants and Cooperative Agreements**

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

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

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

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