

**Edenton-Chowan Public Schools**  
**Application for Career and Technical Education (CTE)**  
**State/Federal Funding**  
**Fiscal Year 2021-2022**

**Executive Summary**

**Purpose of the Application:** The Local Application System (LAS) is the vehicle for strategic planning, managing performance, and assuring accountability for Career and Technical Education (CTE). The format of this plan is provided by North Carolina Department of Public Instruction (NCDPI) and is divided into six parts as described below. This application must be submitted to the Department of Public Instruction in order to receive and use state and federal funds for Career and Technical Education programs and services in grades 6-12 for the 2021-2022 fiscal year. The application describes the manner in which the district proposes to use these funds in accord with the purposes mandated by state and federal legislation.

**Part I. Data/Indicators of Performance:** Part I is designed to attain and maintain performance excellence, as defined by The Strengthening Career and Technical Education for the 21st Century Act (Perkins V). School districts may:

- 1) Analyze measurable performance based on trend information;
- 2) Analyze system and subsystem performance based on relevant subcategories crucial to stakeholders and customers;
- 3) Set rational short and long-term benchmarks;
- 4) Develop strategies based on the greatest opportunities for improvement; and,
- 5) Allocate resources based on the greatest opportunities for improvement.

The Local Application System incorporates the requirements of all applicable state and federal laws which govern Career and Technical Education in North Carolina. The North Carolina Department of Public Instruction has established performance indicators based on the requirements of The Strengthening Career and Technical Education for the 21st Century Act (Perkins V). These indicators were first incorporated into the old Local Planning System in 2007-2008 with local performance for that year becoming the baseline measurement for future benchmarks for each school system. State level performance goals were negotiated with the US Department of Education. The performance indicators are:

- 1) 1S1-Four Year Graduation Rate
- 2) 2S1-Academic Proficiency Reading/Language Arts
- 3) 2S2-Academic Proficiency Mathematics
- 4) 2S3-Academic Proficiency Science
- 5) 3S1-Post-Secondary Placement
- 6) 4S1- Non-Traditional Program Enrollment
- 7) 5S1-Program Quality- Attained Recognized Postsecondary Credential
- 8) 5S4- Program Quality- Other

Performance data is entered by NCDPI, and school systems develop improvement strategies/narratives. The LAS follows a continuous improvement model with adjustments being made to the plan periodically.

**Part II. Comprehensive Local Needs Assessment (CLNA):** A new addition to the Local Application System under Perkins V, the CLNA serves as the foundation of CTE policy implementation at the local level. The feedback from the CLNA drives the local application development, future planning, and future spending decisions. The process provided an opportunity to evaluate the entire local CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. In consultation with a wide range of stakeholders, analysis focused on the following areas:

- Performance on federal accountability indicators
- Alignment of CTE program to labor market needs
- Size, scope, and quality of programs offered.
- Progress toward implementing Career Pathway Programs of Study
- Recruitment, retention and training of faculty and staff
- Progress toward improving access and equity

Consultation for the Comprehensive Local Needs Assessment included electronic surveys of teachers, administrators, local business members, parents, counselors, community college partners, and other CTE stakeholders. The CTE Advisory Committee for Edenton-Chowan Public Schools is comprised of individuals representing many of the available career pathways in the area. This committee provides valuable feedback and support for the CTE program. Representatives of the advisory board also served on our district's CTE CLNA Leadership Team in 2019. The team met to analyze data, share and compare experiences, examine current practices for CTE administration, and offer suggestions for future improvement and growth. The CLNA is scheduled to be completed again in 2022.

**Part III. Narrative of Programs and Services Offered Through These Funds:** Career and Technical Education is conducted at the middle and high school level in Edenton-Chowan Public Schools. Supporting our schools' strong academic foundation is a diverse career and technical curriculum in which students are provided opportunities to make classroom instruction relevant to real world situations. Career and Technical Education courses provide students with a variety of options to fulfill the graduation requirements. Student credentialing and certification opportunities as well as work-based learning opportunities are available in selected program areas. Career and Technical Education Student Organizations are offered as an integral part of CTE programs. The ultimate goal of CTE is for our graduates to become successful in a career and to be contributing members of society. CTE serves middle school students with exploratory and skill-building opportunities. CTE serves high school students in the following program areas: Agriculture Education; Business, Finance and Information Technology Education; Career Development, Family and Consumer Sciences Education, Health Sciences Education, Technology Engineering and Design Education and Trade and Industrial Education. Career Clusters were implemented statewide in 2009-2010. The number of CTE courses offering honors credit opportunities for students continues to grow. Expanded course offerings are available through The College of the Albemarle, which includes 30 additional academic and technical

course options. Articulation agreements exist with The College of the Albemarle that allows certain high school Career and Technical Education courses to also qualify for college credit.

**Projected Activities and Priorities:** The major thrusts for Career and Technical Education in Edenton Chowan Public Schools Schools include:

- 1) Providing appropriate Career Development Planning opportunities with an increased emphasis on collaboration between Career Development Coordinators and counselors to ensure students continue along appropriate career pathways and are afforded unencumbered access to CTE courses of pathway importance and interest;
- 2) Emphasizing industry recognized credentialing for students and staff that is relevant to local, regional, and state job markets;
- 3) Increasing trades and technology based career and technical education course offerings aligned with the needs of the local labor market.
- 4) A renewed emphasis on Career Technical Student Organization opportunities for all students. These intra-curricular organizations provide opportunities for students to develop and demonstrate leadership, technical, interpersonal, and citizenship related skills that are necessary in today's college and career environment.
- 5) Meeting ESEA requirements;
- 6) Providing appropriate CTE courses from the North Carolina Essential Standards; and,
- 7) Support a diverse offering of programs and pathways that can enhance both the educational and career related experiences for students bound for college, careers, military service, or any combination thereof.

ECPS CTE programs will continue to monitor student progress and achievement in technical competency attainment within our Career and Technical Education programs through the state's CTE testing and credentialing programs. We will also be working to improve our performance relative to all state Performance Indicators adopted for Career and Technical Education programs by the NC State Board of Education. We will continue to provide opportunities for professional growth for CTE staff and encourage and support acquisition of professional certifications such as National Boards. Activities and priorities will support the mission of CTE which is to help empower students for effective participation in an international economy as world-class workers and citizens, while continuing to align with the strategic vision for Edenton-Chowan Public Schools.

**Part IV. Application for Workstudy:** ECPS does not participate in this program

**Part V. Budgets:** Budget information is included for PRC 013- CTE Months of Employment , PRC 014- CTE State Support Grant, and PRC 017- Perkins Federal Program Support Grant.

**Part VI. Assurances and Certification:** The LAS incorporates the requirement of all applicable state and federal laws which govern CTE in North Carolina. All programs, services and activities administered through this local plan will be in accord with this section.