



CTE-Learning that Works for Wake

Local Plan

WCPSS Board of Education

May 17, 2022





Presenters

CTE in WCPSS will graduate all students equipped to meet the needs of a globally diverse workplace/economy.

Drew Cook, Assistant Superintendent, Academics

Brian Pittman, Senior Director, High School Programs

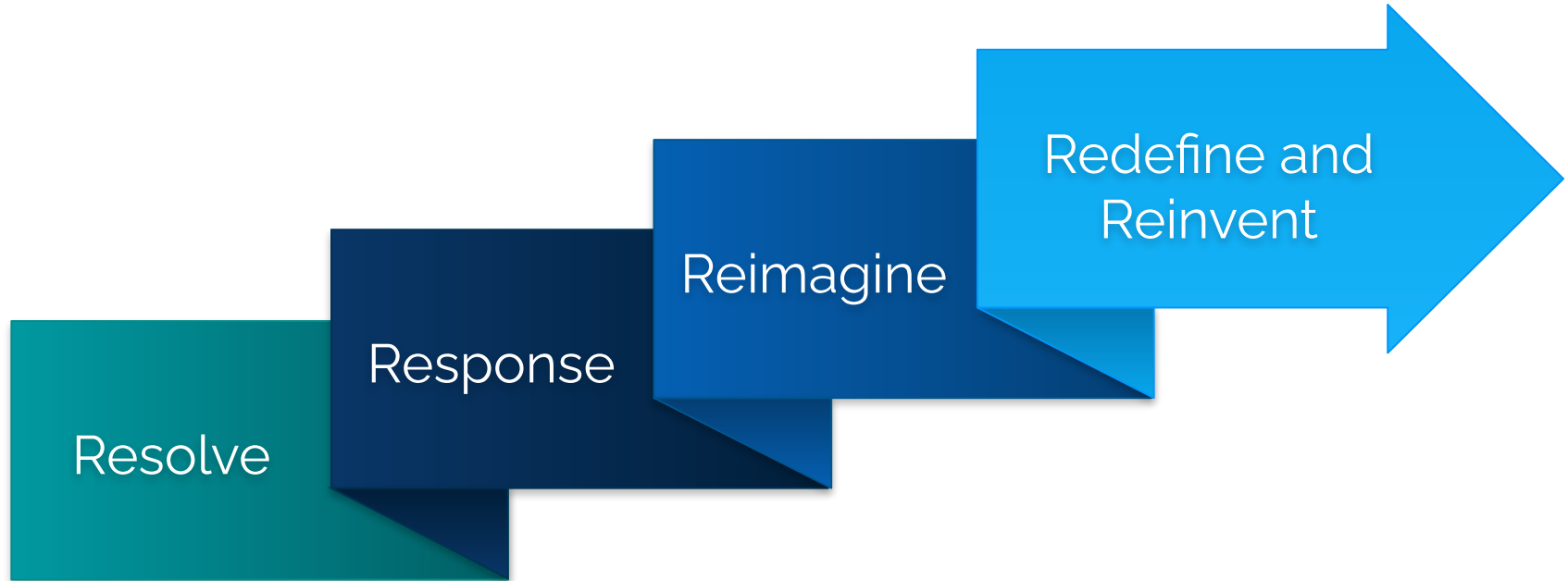
Jo Anne Honeycutt, CTE Director



Agenda & Outcomes

- Give an update on CTE performance
- Review the CTE Local Plan
- Highlight data from Local Needs Assessment
- Share planned strategies

Transitioning from Response to Recovery





Performance Data Overview

101,892 CTE enrollments grades 6-13

- 50,115 Middle School
- 51,777 High School

61,195 unique students grades 6-13

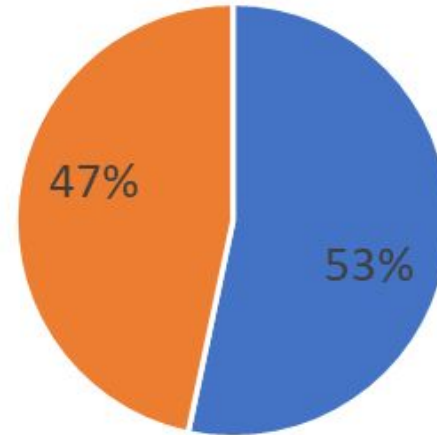
- 26,954 Middle School
- 34,241 High School



CTE Participants

Slightly more
males served
than females

2020-2021 Enrollment by Gender

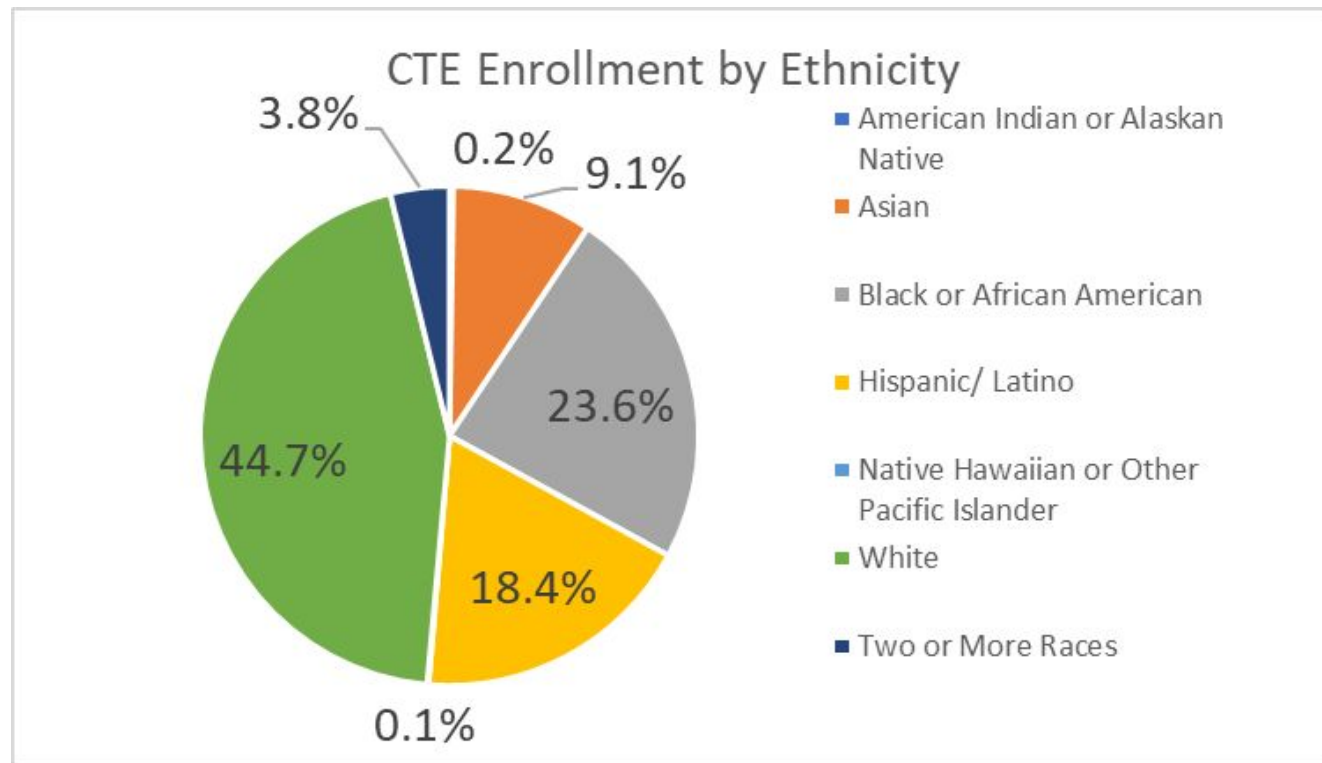


■ Male ■ Female

CTE Participants

CTE Participants

- Unduplicated
- Mirrors district demographic



CTE Participants



- 5.7% English Language Learners
- 8.5% Students with Disabilities
- 28.1% Non-Traditional Gender
- 29.7% Economically Disadvantaged



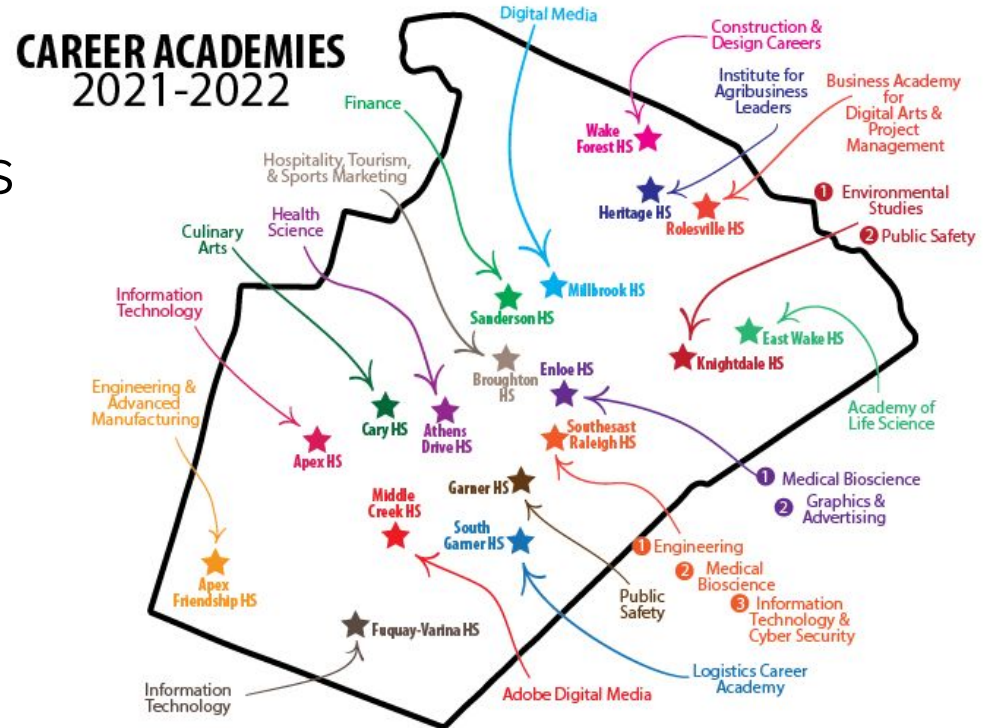
CTE Goals

- ★ A Career Academy in every comprehensive high school by 2028
- ★ 15% increase in CTE concentrator graduates by 2021
- ★ 10% increase in number of industry certifications earned by 2021
- ★ 5% increase in the number of students with WBL experiences each year.
- ★ 10% increase in CTSO membership by 2021
- ★ Continuous improvement on state/federal indicators

CTE Goals

Expanding Career Academies

- 2020-21 East Wake and Rolesville
- 2021-22 South Garner
- 2022-23 Wakefield and Leesville

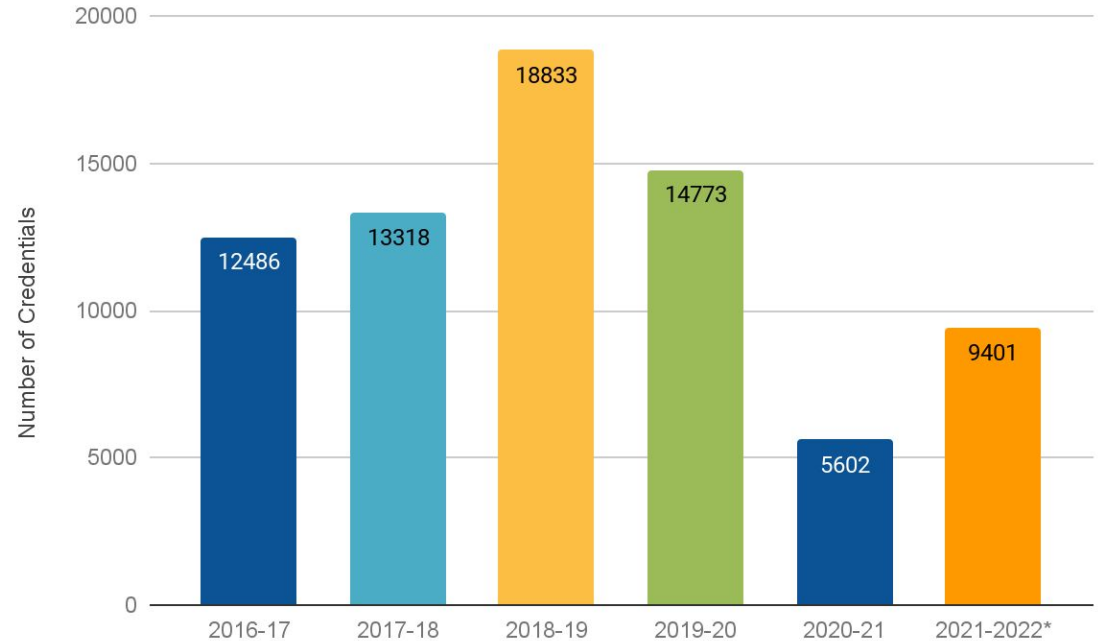


Performance Data Overview

Indicator	2019-2020 Actual	2020-2021 Actual	2020-2021 Benchmark	2020-2021 Overall State Goal
Concentrator Graduation Rate	>95%	>95%	98.64%	97.37%
Academic Proficiency Reading	Not Available	54%*	72.16%	45.86%
Academic Proficiency Mathematics	Not Available	43.1%*	62.8%	50.08%
Academic Proficiency Science	Not Available	75.1%*	63.05%	53.2%
Post-Secondary Placement	99.15%	>95%	94.15%	95.13%
Non-Traditional Enrollment	Not Available	29.25%	36.58%	38.77%
Credential Attainment	24.3%	20.3%	14.3%	21.57%
Program Quality-Post-Assessment	Not Available	56.46%*	81.04%	71.63%

Credential Data Trend

- Industry-recognized certificates such as
 - Adobe
 - MOS
 - Pharmacy Technician
 - NCCER
 - SAS, Python
- Impact of the pandemic

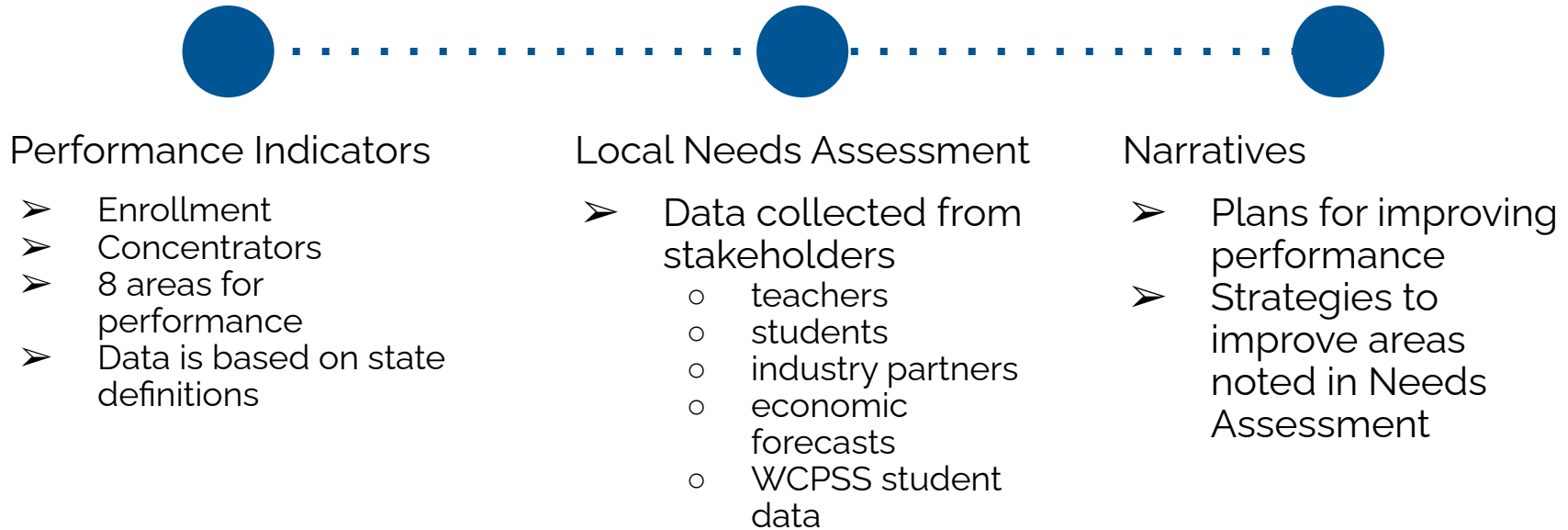


CTE Local Application



- Required under the federal Perkins Act
- First submitted in May 2020 as a two year plan
- In 2021-2022, we revisited our Local Needs Assessment
- Updated the 2020 plan based on needs data
- Full plan is available at <https://ccip.schools.nc.gov>

Major Components of the CTE Plan



Comprehensive Local Needs Assessment



Variety of data sources:

- Focus Groups
 - CTE staff
 - Students
 - School leaders
- Business Partners
 - Business Alliance
- Labor market data and projections
- Historical performance data

School to Career Council reviewed data and provided recommendations/guidance for strategies.

Identified Needs



Evaluation of Performance

- Increase number of students who exit high school with credentials
- Increase integration of literacy, numeracy and science skills

Labor Market Alignment

Add/expand programs in:

- Project Management
- Biomedical, Mental Health
- Technology
- Trades (Auto, carpentry, plumbing)
- IT (Artificial Intelligence, coding)
- Advanced Manufacturing
- Analytics

Size, Scope, Quality

- Ensure Concentrator Courses are offered
- Increase performance of certain students
- Expand Major Clarity
- Increase percentage of students earning credentials
- Increase student organizations
- Increase CCP CTE pathways

Identified Needs



Career Pathways

- Systematic approach for reviewing and offering credentials of value aligned to pathways
- More opportunities and varied opportunities for work-based learning
- Better communication of career pathways to students and families



Recruitment/Retention

- Better/more integration with academic teachers
 - Project Based Learning
 - Literacy/Numeracy
- More teachers with the industry credentials



Equal Access

- More participation of Special Populations in work-based learning opportunities and CTSOs
- Increase performance for Special Populations
- Recruitment for diverse populations in Career Academies



Local Application Narrative

- Purchase equipment and supplies for new CTE programs/pathways: Middle Grades agriculture, trades and health science; High School counseling and mental health, advanced manufacturing
- Purchase supplies, equipment, software, credentials and services to update and maintain high wage, high skill and in demand pathways in all WCPSS program areas.
- Purchase computers for Information Technology, Computer Science, A/V Technology pathways based on district specifications for support
- Provide professional learning for teachers in all program areas including: CTE Summer Conference, credential workshops, training for technical skills, new teacher/support staff inductions, numeracy/literacy learning, post-secondary programs and pathways, and instructional technology.



Local Application Narrative

- Purchase and support implementation of Major Clarity as the district's career planning tool.
- Provide support for CTSOs to include: stipend for CTSO advisors, pay affiliate membership dues and purchase CTSO instructional materials, travel expenses for CTSO field trips.
- Support work-based learning opportunities for students through funding off-site learning experiences; extended employment for staff to supervise WBL outside of the school day/year; immersion experiences for CTE staff;
- Create and communicate career pathway information to students and families including information about CTE Career Academies
- Support Career Development at the district level through district-wide career development events

CTE Summer Programs

- **WakeEd Career Accelerator.** Along with community partners, students will engage in short term work-based learning at partner sites to see how their career interest is operationalized in different settings. Targeted industry sectors include: agribusiness, healthcare, information technology and hospitality.
 - 9 district sites; full day program
- **Credential Bootcamps.** This two week experience will support students who have already engaged in coursework but will return for more advanced learning to support mastering their credential.
 - Sites vary based on credential; full or half day program
- **ACE Mentor.** This condensed summer opportunity will provide an opportunity for intensive design and modeling in architecture, construction, and engineering.
- **Builders Bridge.** In partnership with local home and commercial builders, students will have the opportunity to visit sites and see construction at various stages and the types of jobs performed.
 - Heritage High School; full day program; July 18-22
- **District C Teamship:** Students will be immersed in a problem-solving cycle for a local business. They will learn about the business need, create a solution and pitch the idea to industry partners.
 - At Crossroads Flex; half day program; August 1-12
- **Red Hat Academy.** Students will have the opportunity to engage in Red Hat Academy courses.
 - At Heritage High School; full day program

Dialogue and Questions