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Date: 5/18/2021

To: Montgomery County Schools Board of Education

From: Emily Shaw, Secondary and CTE Director

Subject: CTE Local Application Signatures

In 2020-2021 a two year CTE plan was written for Montgomery County Schools. The plan has been reviewed, updated, and submitted for the upcoming school year. As the CTE Director, I have signed off and assured the CTE plan meets the criteria in the enclosed document. At this time a signature is required from the Board Chair.

Respectfully,
Emily Shaw

Emily Shaw

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Subsection - Local Application Narratives

Montgomery County Schools (620) Regular Local School District - FY 2022 - CTE Local Application - Rev 0 - Part III: Local Application Narratives

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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.

* Law, Public Safety, Corrections & Security — Emergency Medical Technology Career Pathway (EMMT)
* Law, Public Safety, Corrections & Security — FireFighter Technology Career Pathway (FIFI)
* Manufacturing — Woodworking Career Pathway (WOWO)
* Science, Technology, Engineering, & Mathematics — Drafting Engineering Career Pathway (DREN)
* Health Science — Healthcare Professional Career Pathway (HPCP)
* Business Management & Administration — Entrepreneurship Career Pathway (ENTRE)

*** 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).

Manufacturing - Woodworking III

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.

Montgomery County is a small, rural county located in the central region of North Carolina. Historically, Montgomery County was supported by a manufacturing based economy with a large percentage based in textiles. As textiles declined, other forms of manufacturing increased but other industries located within the county. After performing the CLNA, it was determined that Montgomery County Schools (MCS) was currently offering a majority of needed CTE programs to support the workforce of the county. MCS currently is offering 6 approved CTE career pathways that were depicted as necessary to the needs of the industries within the county.
Through the work of the CLNA, a stronger partnership was developed with Montgomery Community College (MCC) which enabled a consolidation of programming to align with the needs of the county and expanded offerings to MCS students. MCS offers aligned middle school programming to the approved CTE career pathways offered both through high school programming and through post-secondary offerings through the Career and College Promise program. This work has enabled MCS to focus on specific careers earlier in a students' educational career which will lead to more informed decision making related to career opportunities and better course selections aligned to these career decisions.

**** MCS continues to provide the programs mentioned above to correlate with the CLNA.**

* 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.

Montgomery County Schools offers all our students the opportunity to participate in CTE programming that can lead them to a productive and successful future. We implement a career exploration sequence that begins in 5th grade using online resources that allow students to participate in career interest surveys that lead them to explore careers in which their interests align. We also offer an increased opportunity for our middle grade students to explore careers through CTE programming that corresponds to pathways at the high school. This will allow them to explore careers and begin making career decisions before entering high school. Our Career Development Coordinator works with students to make career decisions, guides them with course selections that align with future goals and assists with setting up work-based learning opportunities. The CTE Director and IMC provide information on classes and pathways to all students and counselors to help all involved understand available course offerings. MCS and MCC continue to partner to update course and pathway brochures that outline classes from high school through community college. These brochures are available both digitally and in hard copy at schools for parents and students. All MCS programming aligns with our local industry needs and prepares students to enter into the workforce of our county.

**** The CTE Director and Career Development Coordinator continue to work with guidance departments at all levels to ensure MCS students are informed about all the CTE programs and pathways. The Career Development Coordinator created a one page document for middle school teachers to be able to discuss CTE classes and pathways with students as they prepare to register for the upcoming school year.**

*** 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.

Montgomery County Schools has a very involved relationship with the local Workforce Development Center housed on the campus of Montgomery Community College. We meet regularly to talk about opportunities and programs for both students and adults. These meetings also facilitate opportunities to talk about current high skill, high wage positions available in Montgomery County. MCS also works closely with Apprenticeship Montgomery, a relationship that combines industry partners local schools and MCC to facilitate an active apprenticeship program

MCS continues its commitment to provide career exploration to middle and high school students through a virtual program called Virtual Job Shadow. This provides an opportunity for students to explore careers as they are making academic decisions. The virtual job shadow program also provides teachers a tool in the classroom to explore specific content about their fields. MCS also offers a Junior/Animated career development opportunity to 5th graders in the district. This allows 5th grade students a fun interactive platform to begin looking at options for our expanded middle school programs.

**** WIOA is now housed at MCC which gives students easier access for opportunities involving work force training and resources.**

*** 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

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

MCS strives to provide opportunities for all students to be future ready whether it is to enter post-secondary education, the military, or the workforce. A key component to each of these options is a high school diploma and we will strive for all students to complete their high school graduation requirements. We will provide CTE programs that are relevant and enticing for students. We will utilize Guidance Counselors, Teachers and our CDC we will emphasize the importance of high school completion. We are always working to remove any barriers to provide equal access to ALL programs for ALL students. The CTE Director, IMC, EC, and LEP staffs work together on a regular basis. Being part of a small district affords us this great opportunity. We have agreed to provide one-on-one assistance to all students who are failing to meet adequate progress toward graduation through the variety of stakeholders that are mentioned above. Furthermore; the CTE department in conjunction with the guidance department, will endeavor to ensure that nontraditional students successfully complete a program that leads to employment in nontraditional fields. Career guidance will be provided, along with peer tutors to support nontraditional students in second-level courses. The Special Populations Coordinator will work with the Career Development Coordinator and school counselors during the registration process to ensure that nontraditional students within special populations have four year plans with a career pathway/cluster identified and that they remain on track for graduation. CTE funds will be allocated to assist students with credentialing. CTE teachers will work with EC staff to provide supports to ensure all students are acquiring work-ready skills that will lead to gainful employment. CTE teachers will implement strategies provided by EC staff members and provide all accommodations to allow students to succeed.

- All special populations have equal access to course selections, materials, and resources.

Our non discrimination statement is posted in every classroom: MCS CTE programs do not discriminate on the basis of race, color, national or ethnic origin, age or disability in its programs or activities.

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.

Montgomery County Schools is committed to a strong work-based learning program. We facilitate opportunities for students to have job shadowing, internships, and apprenticeships. Students who complete pathways are eligible for these opportunities with local employers. Many of the WBL activities we have, have been a result of the work of the local CTE advisory board or relationships they have with other companies. MCS is also proud to maintain its relationship with Apprenticeship Montgomery, a program that aligns pre-apprentices and apprentices with 6 local industries for an industrial maintenance program.

Another example of the WBL program would be the internship program in our Woodworking Manufacturing Pathway. We have worked with a local employer that builds custom frames to allow students to get a semester long hands on experience in the production process from start to finish. Students get involved from receiving and processing orders to hand building and shipping finished products.

*** 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).**

MCS offers opportunities for both articulated credit and Career and College Promise. With the pending merger of the two high school campuses into one campus shared with the local community college those opportunities will be on the rise. MCS has worked with our community college partner to develop a program where students can participate in college level CTE courses that culminate in additional certifications for our students. In addition to the CCP opportunities students have the opportunity to utilize articulated credit to reduce the number of college courses required for certain program areas.

Updated: ** Our two high schools have merged and are on one campus with a CTE building shared with MCC.

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

Montgomery County Schools (MCS) has made it a strategic goal to hire minority staff members to align with district demographic data. Through work to better understand Diversity and Equity, it has become very apparent that students need to be led by individuals they can relate to and have common cultural backgrounds with. This has led MCS to become very active in recruiting teachers out of HBCUs, attempting to recruit local products/former students back to the county and focusing on Diversity and Equity training for all staff members.

The MCS Board of Education recently passed an localized increase to the local teacher supplement to attempt to retain teacher within the system. This effort will allow teachers to earn additional salary within our district and hold on to staff members that show exemplary skills working with MCS students. Surrounding districts offer higher supplements which has led to higher teacher turnover rates than the state average. This became a goal of the board to help with the retention rates for MCS.

MCS continues its' efforts to offer professional development aligned with district strategic goals and the needs of the staff members who currently work within the district. CTE teachers are expected to attend PLCs to focus on data reviews and learn how to effectively utilize that data to lead instruction. CTE teachers are encouraged to attend CTE Summer Conference and any other offerings through out a school year. New CTE teachers are supported in their work to obtaining a clear teaching license in their program area.

MCS continues to support the integration of technology into all subject areas to support students and offer them an education that will prepare them for an advance technological society. MCS supports a 1 to 1 laptop initiative for grade 3-12 which is the backbone of the technology integration efforts. These efforts have enabled MCS students to experience career readiness exposure for careers that do not exist within the county.

*** 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.

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