

Allotments

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Allotments

Allocation Type	(1)	Perk Fed (PRC 0017) CFDA: 84.048A	(2)	State Supp (PRC 0014)	Total
Allotment		\$30,663.00		\$21,847.00	\$52,510.00
Carryover		\$0.00		\$0.00	\$0.00
Total		\$30,663.00		\$21,847.00	\$52,510.00

Evaluation of Performance

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: 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)		2024-2026
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.	* 2 ▼
c)	Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state-determined performance level.	* 1 ▼
d)	Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state goal.	* 1 ▼
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.	* 2 ▼
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.	* 3 ▼
p)	Program Quality - Other (5S4): Student performance met or exceeded the state goal.	* 3 ▼

CTE Administration

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2024-2026
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q)	The CTE Administration consistently provides school administrators and teachers with CTE Performance Indicator data.	* 3	▼
r)	The CTE Administration frequently shares data analysis results in an understandable format with all stakeholders in a timely and effective manner.	* 3	▼
s)	The CTE Administration leads teachers and administrators in processes that monitor students work to ensure high standards of rigor and relevancy.	* 3	▼
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.	* 3	▼
u)	The CTE Administration has a systematic, ongoing process for monitoring the progress toward achieving the goals of the strategic plan.	* 3	▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

The CTE Director sent out an Evaluation of Performance Survey on February 12, 2024 to the following stakeholders:

- District Administrators
- School Administrators
- Support Staff (CIMC, CDC/SPC, School Counselors)
- Teachers (CTE, Exceptional Children)

Additional Documents Assessed Based On Our Needs

- Weldon City Schools Performance Indicator Rating (based on CCIP Data)
- Weldon City Schools CTE Meaningful Progress Template (based on CCIP Data)
- EVAAS-Value Added Report
- CTE EVAAS Report 2019-2023
- CTE Department Work Plan
- CLNA Data Sheet with Rating Calculations (based on CCIP Data)

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

- Indicator c -h) Academic Proficiency - Reading/Language Arts (2S1), Mathematics (2S2), Science (2S3)-Weldon City Schools did not meet state determined performance level or state goal for any of these indicators.
- Indicator k - l) Non-Traditional Program Enrollment (4S1) - Weldon City Schools did not meet state determined performance level or state goal for this indicator.

NCDPI Feedback:

Labor Market Alignment

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: 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		2024-2026
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.	* 1 ▼
c)	Emerging occupations have been identified and plans are in place to implement programs and activity offerings to students.	* 1 ▼
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 (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)

Roanoke Valley CTE Directors met on January 9, 2024 with the following stakeholders:

- CIMC
- CDC/SPC
- Labor Market Business Partners (Turning Point, Workforce Development)

Additional Documents That Were Provided To Access Our Needs

- Data from NC Tower and NC Careers website
- Monthly Business Advisory Meetings
- MyFuture Halifax County Profile
- CTE Concentrator Survey

Star Jobs Report			
* Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.) - Indicator c) Emerging occupations have been identified and plans are in place to implement programs and activity offerings to students - Weldon City does not currently offer any pathways in Health Science or Public Safety. - Indicator f) Opportunities for special populations to participate in labor market have been identified and programs/activities have been implemented to prepare special population students for postsecondary (work, college, etc.) opportunities - We are continuously strengthening our relationship with business and industry stakeholders within the community to see what programs are available for our special needs and special population students.			
* Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)			
What : We need to strengthen our relationship with business and industry stakeholders within the community and increase the number of businesses on the Roanoke Valley Advisory Board so our students will have increased work-based learning opportunities with emerging occupations.			
Why: We have an established advisory board in the Roanoke Valley which serves four Public School Units (Weldon City Schools, Roanoke Rapids Graded School District, Northampton County Schools, and Halifax County Schools). We need to increase the number of businesses and industries on the advisory board. CTE cannot successfully prepare students for employment in our area without the support of business and industries. The Roanoke Valley Business Advisory Board helps bridge the gap between business and industries and our school system.			
Strategy 1: Implement alternative ways to introduce emerging occupations and activity offerings to students			
Action Steps	Who: Person Responsible	When: Timeline	
Introduce emerging occupations via Virtual Career Fairs, Business Tours, Videos, Virtual Reality Software, etc.	CDC Teachers	Throughout semester 2024-2026	
Strategy 2: Conduct analysis of Special Population Students and Local Labor Market Needs			
Survey Business & Industries to see what opportunities are available for Special Population Students	CTE Director, CDC	July 2024 and ongoing throughout	

		semester	
Determine what students fall into the special populations category by utilizing Power School (Infinite Campus) information and knowledge of students	CDC/SPC CTE Teachers	Beginning of each semester	
Provide opportunities for special population students to be made aware of postsecondary opportunities by facilitating business tours, inviting business speakers to classroom, increasing internships or work-based learning opportunities.	CDC/SPC CTE Teachers	Beginning of each semester and ongoing throughout the school year	
* Progress: Provide an update regarding the progress of strategies shared to address these needs. The strategy is progressing as outlined, and we are successfully completing the aligned action steps. Students have been actively participating in virtual career fairs, and we've also partnered with TCI Works to offer additional opportunities for some special population students. We will continue to build on these initiatives to ensure sustained progress and further support our students.			
NCDPI Feedback: The progress update has been reviewed and is approved as written. JTD 6/3/25			

Size, Scope, and Quality

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: 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		2024-2026
a) CTE enrollment data is analyzed and used to inform program offerings.		* 2 ▼
b) CTE enrollment data is analyzed and used to inform the number of courses and course sections within the program.		* 2 ▼
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.		* 2 ▼

CTE Teaching and Learning Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
a) Course blueprints are used to inform instruction in all CTE courses.		* 3 ▼
b) Course User Guides are used to ensure instructional time is maximized in all CTE courses.		* 3 ▼
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.		* 2 ▼
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

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
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.	* 2	▼
f)	Safety inspection of CTE labs/shop areas are conducted annually (at minimum).	* 2	▼
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		2024-2026	
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.).	* 2	▼
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.	* 1	▼
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		2024-2026
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.	* 3 ▼
c)	Student credential data provides evidence of a successful credentialing program.	* 2 ▼

Postsecondary Alignment Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
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.	* 2 ▼
c)	A MOU has been created outlining articulation and CTE CCP opportunities for students and evaluated on a regular basis.	* 2 ▼
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 = Distinguished (Advisory council members represent employers in local, regional, or state "in-demand" jobs.)		2024-2026
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.	* 2 ▼
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.	* 1 ▼
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.	* 1 ▼

Career and Technical Student Organizations Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
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a)	CTSOs are offered to all students for each program area offered at the middle school level.	* 2	▼
b)	CTSOs are offered to all students for each program area offered at the high school level.	* 2	▼
c)	CTSO's have a calendar of events and hold regular meetings.	* 2	▼
d)	CTSOs provide opportunities for students to participate in relevant competitive events.	* 3	▼
e)	CTSOs provide opportunities for students to participate in relevant community and school service activities.	* 2	▼
f)	CTSOs provide opportunities for students to participate in leadership development activities.	* 3	▼
g)	CTSOs are supervised by CTE staff with clearly defined roles.	* 3	▼
h)	CTSOs are aligned with relevant national, state and/or local standards.	* 3	▼
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	▼

Work-Based Learning Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026	
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.	* 2	▼
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).	* 2	▼
e)	Work-based learning experiences are supervised by CTE staff with clearly defined roles.	* 2	▼
f)	Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio, journal and/or presentation.	* 2	▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

The CTE Leadership Team sent out emails & surveys to the following stakeholders:

- District Administrators
- School Administrators
- CTE Teachers (CTSO Advisors)
- Students
- Parents
- Support Staff (CDC, CIMC, School Counselors, Community College Partners)

Additional Documents To Review To Support Ratings

- Work-Based Learning Activities
- Middle/High School Work-Based Learning Continuum Spectrum
- CTE Staff Meetings To Review & Discuss Data
- Master Schedule showing WBL

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

Indicator a-b) Advisory council members represent employers in local, regional, or state “in-demand” jobs and are engaged and assist in the planning and implementation process of the CTE program.

Indicator g) Partners support student extended learning by providing opportunities such as work-based learning experiences.

*** Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)**

What : Weldon City Schools’ goal is to prepare students for careers by exposing them to different career pathways through courses offered. There is a need to increase our partnership with business and industry representatives so our students can be exposed to more extended learning experiences, such as work-based learning opportunities, articulated credit, and CTE Career & College Promise.

Why: Weldon City CTE served over 310 students in 2022-2023. We offered a few work-based learning and CTSO opportunities. We need to make sure these students are taking advantage of extended learning opportunities we have in our area. Work-based learning opportunities reinforce academic instruction by giving students the opportunity to apply knowledge and skills in real-world situations, establish future earning potential, and connect with professionals in the labor market.

Strategy 1: Increase our pool of employers that represent local, regional, or state “in-demand” jobs.

Action Steps	Who: Person Responsible	When: Timeline
Attend industry events offered in our local area to build partnership.	CTE Director, CIMC, CDC/SPC	Throughout school year or whenever these events become available
Host a career fair and invite local businesses to come share information about their company	CTE Director, CDC, CIMC, School Counselor, CTE Teachers	Spring 2025 Spring 2026

Strategy 2: Increase extended learning opportunities, articulated credits, and CTE Career & College Promise opportunities to students			
Action Steps	Who: Person Responsible	When: Timeline	
Meet with students to familiarize them with criteria for participating in extended learning opportunities, articulated credits, and CTE CCP opportunities.	CDC School Counselor Career & College Advisor at HCC	Beginning of 2024-2025 school year and ongoing throughout semester when opportunities arise Beginning of 2025-2026 school year and ongoing throughout semester when opportunities arise	
Stakeholders will meet periodically to discuss business and industry needs and the availability of work-based learning opportunities, internships, externships, job shadowing opportunities.	CTE Director, CDC, School Counselor, RV Chamber of Commerce, Turning Point Workforce, RV Advisory Board	Throughout 2024-2025 school year and continued implementation in the 2025 & 2026 school year	
Provide Career Development opportunities and field trips for students in all program areas and pathways.	CDC, CTE Teachers	Throughout 2024-2025 school year and continued implementation in the 2025 & 2026 school year	
* Progress: Provide an update regarding the progress of strategies shared to address these needs.			
The strategy is progressing as written, with all action steps completed during this school year. We plan to continue with these outlined actions to ensure the ongoing growth and success of our CTE program.			
NCDPI Feedback:			
The progress update has been reviewed and is approved as written.			
JTD 6/3/25			

Career Pathways Implementation Evaluation of Progress

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: 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		2024-2026
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.	* 2 ▼
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.	* 2 ▼
g)	Career Pathways provide relevant work-based learning opportunities.	* 2 ▼
h)	Career Pathways provide relevant credentialing opportunities as appropriate.	* 3 ▼
i)	Career Pathways provide CTSO opportunities.	* 3 ▼
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.	* 2 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

The CTE Director sent out a survey on March 4, 2024 to the following stakeholders:

- Roanoke Valley Business Advisory Board Members
- Businesses
- Community College Partners

student assignments.		2025 school year and continued implementation in the 2025-2026 school year	
* Progress: Provide an update regarding the progress of strategies shared to address these needs. The strategy is progressing as written, with all action steps completed during this school year. We plan to continue with these outlined actions to ensure the ongoing growth and success of our CTE program.			
NCDPI Feedback: The progress update has been reviewed and is approved as written. JTD 6/3/25			

Improve Recruitment, Retention, and Training

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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		2024-2026
a)	CTE staff supporting the program of study meet appropriate state certification and licensing requirements.	* 1 ▼
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.	* 3 ▼
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.	* 3 ▼
g)	Student data informs the professional learning opportunities provided to teachers.	* 2 ▼
h)	Transparent processes are in place to retain and recognize CTE teachers and support staff.	* 2 ▼
i)	Exit interviews are analyzed for patterns to inform processes and practices.	* 2 ▼
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.	* 2 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

The CTE Director sent out a Recruitment, Retention, and Training of CTE Educators survey on December 4, 2023 to the following stakeholder groups:

- District Administrators
- School Administrators
- CTE Support Staff
- CTE Teachers
- School Counselors

Additional Documents Reviewed To Help Assess Our Needs

- Weldon City Schools 2023 NC School Report Card
- NC Star District Comprehensive Report
- NC Star - Our Direction Report
- 2022 Teaching Working Conditions Survey
- HR Director Email

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

Indicator a) CTE staff supporting the program of study meet appropriate state certification and licensing requirements - We have several CTE teachers who have not met the EdTPA or Praxis requirement for their licensure area.

*** Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)**

What: By 2025, we will ensure 100% of our CTE Staff is highly-qualified and/or meet appropriate state certification and licensing requirements.

Why: It is important that we develop effective policies to attract, retain, train, and support the continued learning of prepared and committed CTE teachers.

Strategy 1: Conduct an analysis of licensure & credential requirements for each CTE Staff Member

Action Steps	Who: Person Responsible	When: Timeline
Work collaboratively with the Human Resource Department in recruiting and hiring of individuals based upon needs and certifications.	CTE Director, Human Resource Director	August 2024 and throughout school year August 2025 and throughout school year August 2026 and throughout school year
Create a blueprint of industry recognized credentials for each program area and encourage	CTE Director, CIMC	Throughout 2024-2025 school year and ongoing and continued

teachers to obtain industry recognized certification.		implementation in the 2025-2026 school year	
Provide or share professional development opportunities for CTE teachers on CTE specific curriculum and technology to enhance pedagogy	Beginning Teacher Mentor, CIMC, CTE Director	Throughout 2024-2025 school year and ongoing and continued implementation in the 2025-2026 school year	
* Progress: Provide an update regarding the progress of strategies shared to address these needs. The strategy is progressing as written, with all action steps completed during this school year. We plan to continue with these outlined actions to ensure the ongoing growth and success of our CTE program.			
NCDPI Feedback: The progress update has been reviewed and is approved as written. JTD 6/3/25			

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

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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

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished			2024-2026
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.		* 2 ▼
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.		* 2 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

The CTE Director sent out a survey on March 4, 2024 to the following stakeholders:

- District Social Worker
- School Counselors

- Special Population Coordinator
- Teachers
- Students

The CTE Director also sent out general questions via email on March 4, 2024 to the following stakeholders:

- Maintenance Director
- Exceptional Children Teachers

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

Indicator i) Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and special populations.

*** Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)**

What: By 2025, we will increase our extended learning experiences, articulated credit, and work-based learning opportunities by 10% to ensure no barriers exist that may prevent special population students from enrolling in CTE courses, programs, programs of study, or participating in CTE related activities.			
Why: Opportunities and various activities need to be provided that engage special population students in high-skill, high-wage, or in-demand industry sectors and/or occupations that will lead to self-sufficiency.			
Strategy 1: Active recruitment of ALL students by CTE teachers in program area			
Action Steps	Who: Person Responsible	When: Timeline	
Identify all special population students and ensure they have a CDP+ plan that includes modifications and record of services and monitor progress throughout the semester.	Special Populations Coordinator	September 2024 and ongoing throughout 2024-2025 school year and continued implementation in the 2025-2026 school year	
Work closely with Exceptional Children teachers to ensure students are receiving the services articulated in the student's	Special Populations Coordinator, CTE Teachers	Throughout 2024-2025 school year and ongoing	

Individualized Education Plan (IEP) so that students can find success in their chosen pathway.		continued implementation in the 2025-2026 school year	
Invite guest speakers/former students who represented the traditionally underrepresented population/minority to speak to students about their successes.	CDC, CTE Teachers	Throughout 2024-2025 school year and ongoing and continued implementation in the 2025-2026 school year	
Increase work-based learning opportunities and partnership with industries by networking through Roanoke Valley Business Advisory Council and Chamber of Commerce in order to ensure all learner have access to a high quality CTE program	CDC, CTE Teachers	Throughout 2024-2025 school year and ongoing and continued implementation in the 2025-2026 school year	
* Progress: Provide an update regarding the progress of strategies shared to address these needs.			
The strategy is progressing as written. We plan to continue with all action steps outlined to ensure the ongoing growth and success of our CTE program.			
NCDPI Feedback:			
The progress update has been reviewed and is approved as written.			
JTD 6/3/25			

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

Data Masking Key

Participants:

In any group where the number of participants is less than 10, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as <10.

When the results are shown as N/A, this indicates that data was not available.

Sub-group	Organization ID	Organization Name	2020-2021				2021-2022				2022-2023				2023-2024			
			Middle School		High School		Middle School		High School		Middle School		High School		Middle School		High School	
			Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count
Total	422	Weldon City Schools	179	137	316	205	158	128	323	202	187	137	315	173	177	129	330	204
Male	422	Weldon City Schools	90	68	151	96	92	73	146	89	103	75	136	82	96	72	168	97
Female	422	Weldon City Schools	89	69	165	109	66	55	177	113	84	62	179	91	81	57	162	107
American Indian or Alaskan Native	422	Weldon City Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	422	Weldon City Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	422	Weldon City Schools	176	135	301	193	152	124	307	188	180	131	294	163	171	124	310	191
Hispanic/Latino	422	Weldon City Schools	*	*	*	*	*	*	*	*	<10	<10	<10	<10	<10	<10	<10	<10
Native Hawaiian or Other Pacific Islander	422	Weldon City Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	422	Weldon City Schools	*	*	*	*	*	*	*	*	N/A	N/A	11	<10	N/A	N/A	<10	<10
Two or More Races	422	Weldon City Schools	N/A	N/A	*	*	*	*	*	*	<10	<10	<10	<10	N/A	N/A	<10	<10
Disability Status (ESEA/IDEA)	422	Weldon City Schools	25	20	28	18	23	20	28	18	36	25	24	14	33	25	33	21
Economically Disadvantaged	422	Weldon City Schools	121	94	193	121	117	97	191	113	137	101	184	104	151	110	235	138
Single Parents	422	Weldon City Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	422	Weldon City Schools	N/A	N/A	N/A	N/A	*	*	N/A	N/A	<10	<10	N/A	N/A	<10	<10	N/A	N/A
Migrant Status	422	Weldon City Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nontraditional Enrolees	422	Weldon City Schools	45	25	44	24	158	128	159	100	166	117	131	65	131	107	145	120
Homeless Individuals	422	Weldon City Schools	*	*	11	*	*	*	18	11	<10	<10	10	<10	20	15	42	23
Youth in Foster Care	422	Weldon City Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	N/A	N/A
Youth with Parent in Active Military	422	Weldon City Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CTE Concentrators

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Data Masking Key

Concentrators:

In any group where the number of concentrators is less than 10, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as <10.

When the results are shown as N/A, this indicates that data was not available.

		2021-2022						2022-2023						2023-2024					
		Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Totals	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Totals	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Totals
Agricultural & Natural Resources Tech	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	<10	<10	N/A	17	<10	<10	<10	<10	N/A	18
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	<10	<10	N/A	15	<10	<10	<10	<10	N/A	14
Architecture and Construction	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Arts, Audio/Video Techn and Comm	Duplicated	*	N/A	N/A	*	N/A	*	<10	<10	<10	<10	N/A	17	<10	<10	<10	<10	N/A	26
	Unduplicated	*	N/A	N/A	*	N/A	*	<10	<10	<10	<10	N/A	13	<10	<10	<10	<10	N/A	24
Business Management and Administration	Duplicated	16	11	*	17	N/A	46	32	17	10	<10	N/A	66	<10	<10	10	28	N/A	50
	Unduplicated	16	11	*	17	N/A	46	32	17	<10	<10	N/A	62	<10	<10	<10	24	N/A	44
Education and Training	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Finance	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Government and Public Administration	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Health Science	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hospitality and Tourism	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Duplicated	N/A	*	*	*	N/A	15	N/A	<10	<10	<10	N/A	14	N/A	<10	<10	<10	N/A	17

Human Services	Unduplicated	N/A	*	*	N/A	13	N/A	<10	<10	N/A	11	N/A	<10	<10	<10	N/A	15
	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Manufacturing	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Marketing Sales & Services	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science, Tech, Engineering and Math	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Transportation, Distribution & Logistics	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Duplicated	17	15	*	28	67	36	29	30	19	114	19	17	27	48	N/A	111
Totals	Unduplicated	17	15	*	26	64	36	29	25	11	101	19	15	22	41	N/A	97

1S1 Four-Year Graduation Rate

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

1S1 Four-Year Graduation Rate

CTE concentrators who are part of the Four-Year Cohort Graduation Rate (CGR) and earn a regular high school diploma by the end of the fourth year of high school (fifth year for CIHSs) or the summer session immediately following.

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.

Data Masking Key

The "A" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

1S1 Four-Year Graduation Rate Data

Category	2021-2022 State Goal: 97.44%			2022-2023 State Goal: 97.51%			2023-2024 State Goal: 97.58%			2024-2025 State Goal: 97.58%			2025-2026 State Goal: XX.XX%	
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	
Overall	88.89	>95	+	89.18	90.30	1.12	89.47	>95	+					
Special Populations														
Individual with Disabilities	100.00	>95	0.00	100.00	>95	0.00	100.00	^	N/A					
Economically Disadvantaged	87.94	>95	+	88.25	90.90	2.65	88.57	94.60	6.03					
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* 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: Weldon City School currently has a 90.3% graduation rate which is 7.28% below the state goal of 97.58%. We had a 1.12% Gap Analysis. There is a slight decrease of -2.28% with the female population and a major gap of -12.50% with the homeless individuals subgroup.

GOAL: By the end of the 2023-2024 school year, Weldon City Schools will increase our four year graduation rate of CTE concentrators by at least 3% annually.

WHY: Weldon City School's goal is to ensure that EVERY student graduates from high school globally competitive for work, postsecondary education, and prepared for life in the 21st century. Given that graduation is a vital factor for the future of our students, data has shown that students who are Career and Technical Education (CTE) completers graduate at a higher rate than non-completers. Several resources have been put into place to assist us as we prepare Weldon City School students to become high school graduates.

ACTION STEPS (HOW)	WHO	WHEN
Create a monitoring plan to track CTE concentrators, course pathway completion, and attendance utilizing a cohort tracking spreadsheet.	CTE Director, CDC, School Counselor	July 2024, July 2025, July 2026
Collaborate CTE teachers and Exceptional Children's (EC) teachers in providing support to special population students to track their progress toward graduation and provide options for students who may need additional support such as modified courses, academic tutoring, and personalized education plans.	CIMC/CDC/SPC	Ongoing throughout school year
Market and promote certifications & credentialing through flyers, posters, website shout outs to encourage	CTE Teachers, CIMC/CDC	Ongoing throughout

students to stay in school, acquire career-ready skills, and graduate with their cohort through the school year.

If after three years meaningful progress has not been achieved, we will seek additional support and guidance from our Regional Coordinator and other CTE Directors who have been more successful to help strengthen our plan for support.

* Progress: Provide an update regarding the progress of strategies shared to eliminate disparities or gaps. Each of the action steps were completed this school year. Weldon City is over the state goal for this indicator. We plan to continue with all action steps outlined so that we will continue to show meaningful progress on this goal. .

NCDPI Feedback:

The progress update has been reviewed and is approved as written.

JTD
6/3/25

2S1 Academic Proficiency in Reading/Language Arts

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

2S1 Academic Proficiency in Reading/Language Arts

CTE concentrators who are career and college ready (proficiency levels 4 or 5) by the end of grade 10 on the English II EOC regardless of when they took the assessment.

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.

Data Masking Key

The "A" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

2S1 Academic Proficiency in Reading/Language Arts

Category	2021-2022 State Goal: 39.28%			2022-2023 State Goal: 40.84%			2023-2024 State Goal: 42.40%			2024-2025 State Goal: 42.40%			2025-2026 State Goal: XX.XX%	
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	
Overall	14.69	15.80	1.11	16.88	11.60	-5.28	19.07	15.20	-3.87					
Special Populations														
Individual with Disabilities	2.50	<5	-	5.00	<5	-	7.50	^	N/A					
Economically Disadvantaged	2.50	10.00	7.50	5.00	8.30	3.30	7.50	10.70	3.20					
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					

*

- ☐ Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- ☒ Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* 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: Literacy has always been an area of concern for students in Weldon City Schools due to low socioeconomic status and rural opportunities. We exceeded our benchmark by 1.11% in 2020-2021. We fell short of our benchmark in 2022-2023 with a -5.28% gap analysis. We remain under the state goal of 42.40%.

GOAL: By the end of the 2024-2025 school year, Weldon City Schools will increase student performance in Reading/Language Arts for our CTE Concentrators by at least 10% annually focusing on all subgroups of our special populations.

WHY: The mission of Weldon City Schools (WCS) is to create and maintain a highly effective educational system in which every student receives the highest quality education. School employees and parents work together to prepare students to become caring, competent, and responsible citizens who value education as a lifelong process. Weldon City School staff strive to follow the district's mission statement and provide an effective classroom where data driven, rigorous instruction is differentiated to meet the needs of each student. The ability to read, comprehend, and write is an essential element for all students pursuing post-secondary education or work force entry. According to accountability testing, more than 50% of the CTE concentrators are performing below grade level in those areas.

ACTION STEPS (HOW)

Continue to implement the Learning Focused Instructional Framework Model by building academic vocabulary in their lesson plans and encourage them to use it as part of their daily classroom instruction.

WHO

CTE Teachers

WHEN

Beginning
August 2024
and ongoing

Focus on reading informational text and reading strategies relevant to CTE topic, ask higher order questions during class discussions and assessments, have students make predictions, draw conclusions, and summarize learning activities.	CTE Teachers, CIMC	Beginning August 2024 and ongoing
If after three years meaningful progress has not been achieved, we will seek additional support and guidance from our Regional Coordinator and other CTE Directors who have been more successful to help strengthen our plan for support.		
* Progress: Provide an update regarding the progress of strategies shared to eliminate disparities or gaps. As part of our ongoing efforts to eliminate disparities in academic achievement, we have continued implementing targeted strategies aimed at improving academic proficiency in Reading/Language Arts. While we did not meet the established benchmark for academic proficiency, we are encouraged by the progress made. Our actual proficiency rate improved from 11.6% to 15.2%, reflecting a 3.6 percentage point increase. This growth, though modest, demonstrates that the strategies in place are beginning to yield positive results. We remain committed to analyzing our practices, identifying areas for refinement, and sustaining the momentum toward closing achievement gaps.		
NCDPI Feedback: The progress status has been reviewed and is approved as written. JTD 6/3/25		

2S2 Academic Proficiency in Mathematics

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

2S2 Academic Proficiency in Mathematics

CTE concentrators who are career and college ready (proficiency levels 4 or 5) by the end of grade 11 on either the NC Math 1 or NC Math 3 EOC regardless of when they took the assessment. Students are classified into two pathways to determine which score counts in this indicator:

- Standard Pathway: Taking the NC Math 1 course for the first time in grade 9 or higher (NC Math 1 EOC).
- Accelerated Pathway: Taking the NC Math 1 course for the first time in grade 8 or earlier (NC Math 3 EOC).

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.

Data Masking Key

The "v" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

2S2 Academic Proficiency in Mathematics

Category	2021-2022 State Goal: 32.10%			2022-2023 State Goal: 33.85%			2023-2024 State Goal: 35.60%			2024-2025 State Goal: 35.60%			2025-2026 State Goal: XX.XX%	
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Benchmark
Overall	2.50	6.30	3.80	5.00	<5	-	7.50	<5	-					
Special Populations														
Individual with Disabilities	2.50	N/A	N/A	5.00	<5	-	7.50	^	N/A					
Economically Disadvantaged	2.50	<5	-	5.00	<5	-	7.50	<5	-					
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					

[illegible]

Female	2.50	8.30	5.80	5.00	<5	-	7.50	<5	-
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☒ Met 90% of overall local benchmark for at least one of the previous two consecutive years.
☐ Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* 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: Weldon City Schools did not meet the state determined benchmark proficiency in mathematics for the 2022-2023 school year. Our benchmark was 5% and we achieved less than 5% which is way under the state goal of 35.6%. We want to at least meet or achieve our state determined benchmark of 5% by the end of the 2023-2024 school year.

GOAL: By the end of the 2023-2024 school year, Weldon City Schools will increase student performance in Mathematics for our CTE Concentrators by at least 5%.

WHY: Weldon City Schools (WCS) strives to ensure that all students are prepared to graduate from high school Career and College Ready. Career and Technical Education (CTE) provides a strong support for students to accomplish this goal and believes that skill acquisition in math gives students the foundation to support the post-secondary study of their choice. The ability to understand and process math concepts is a crucial component for individuals seeking post-secondary education or a career.

ACTION STEPS (HOW)	WHO	WHEN
Work collaboratively with math teachers to develop lessons and participate in professional development during the school year to learn methods to help incorporate math strategies into the CTE curriculum.	CTE Teachers, Math Teachers, CIMC	Throughout 2024-2025 school year and ongoing
Plan daily lessons to include math activities and discussions that will assist students with real	CTE Teachers	Throughout 2024-2025

world situations in the CTE area. If after three years meaningful progress has not been achieved, we will seek additional support and guidance from our Regional Coordinator and other CTE Directors who have been more successful to help strengthen our plan for support.	school year and ongoing
* Progress: Provide an update regarding the progress of strategies shared to eliminate disparities or gaps. The implementation of our strategy to address academic disparities is progressing as written. However, challenges related to staff absenteeism due to vacancies and/or illnesses have impacted our ability to execute the action steps with full fidelity. Despite these obstacles, we remain committed to the plan and will continue implementing all outlined action steps to support meaningful progress toward this goal. Our academic proficiency remains below the state goal for both the 2022–2023 and 2023–2024 school years. While we met meaningful progress during the 2022–2023 school year, we did not meet meaningful progress for 2023–2024. These outcomes underscore the need for continued focus, consistency in implementation, and strengthened supports for both students and staff. We will monitor implementation closely moving forward and make necessary adjustments to ensure greater impact and improved outcomes.	
NCDPI Feedback: The progress status has been reviewed and is approved as written. JTD 6/3/25	

2S3 Academic Proficiency in Science

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

2S3 Academic Proficiency in Science

CTE concentrators who are career and college ready (proficiency levels 4 or 5) by the end of grade 11 on the Biology EOC regardless of when they took the assessment.

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.

Data Masking Key

The "A" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

2S3 Academic Proficiency in Science

Category	2021-2022 State Goal: 54.50%			2022-2023 State Goal: 55.60%			2023-2024 State Goal: 56.8%			2024-2025 State Goal: 56.80%			2025-2026 State Goal: XX.XX%	
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	
Overall	30.46	33.30	2.84	32.29	10.70	-21.59	34.12	<5	-					
Special Populations														
Individual with Disabilities	5.00	<5	-	7.50	<5	-	10.00	^	N/A					
Economically Disadvantaged	32.69	16.70	-15.99	34.46	5.60	-28.86	36.24	<5	-					
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					

- ☐ Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- ☒ Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* 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: Weldon City Schools did not meet the state determined benchmark proficiency in science for the 2022-2023 school year. Our benchmark was 32.29% and we achieved 10.70% which gave us a -21.59% gap analysis. This number is way under our state goal of 56.8%. We want to meet at least our state determined benchmark of 34.12% by the end of the 2023-2024 school year.

GOAL: By the end of the 2023-2024 school year, Weldon City Schools will increase student performance in Science for our CTE Concentrators by at least 15%.

WHY: Weldon City Schools (WCS) strives to ensure that all students are prepared to graduate from high school Career and College Ready. Students who graduate with proficient skills in Science have a greater chance of being successful in high paying high wage careers in the STEM field.

ACTION STEPS (HOW)	WHO	WHEN
Collaborate with science teachers & participate in professional development during the school year to learn methods to help incorporate science strategies into the CTE curriculum especially with inquiry based learning.	CTE Teachers, CIMC	Throughout 2024-2025 school year and ongoing
Plan daily lessons to include science activities and discussions that will assist students with real world situations in the CTE area.	CTE Teachers	Ongoing and throughout each school year

If after three years meaningful progress has not been achieved, we will seek additional support and guidance from our Regional Coordinator and other CTE Directors who have been more successful to help strengthen our plan for support.	
* Progress: Provide an update regarding the progress of strategies shared to eliminate disparities or gaps.	
While these strategies have been initiated, our academic science proficiency remained below the state goal for both the 2022–2023 and 2023–2024 school years. These results indicate that while the framework of our strategy is solid, further refinement and increased support are necessary to enhance implementation and impact. Moving forward, we will continue to strengthen collaboration between CTE and science teachers, ensure consistent participation in targeted professional development, and provide additional instructional support to help students engage more deeply with scientific concepts in real-world contexts.	
NCDPI Feedback:	
The progress status has been reviewed and is approved as written.	
JTD 6/3/25	

3S1 Post-Secondary Placement**Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance****3S1 Postsecondary Placement**

Positive placement of CTE concentrators from the previous reporting year who in the second quarter after exiting secondary education reported positive placement in advanced training, military service, national or community service, Peace Corps, employment, or Postsecondary Education.

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.

Data Masking Key

The "A" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

3S1 Post-Secondary Placement

Category	2021-2022 State Goal: 95.25%			2022-2023 State Goal: 95.38%			2023-2024 State Goal: 95.5%			2024-2025 State Goal: 95.50%			2025-2026 State Goal: XX.XX%	
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	
Overall	71.50	>95	+	72.25	93.75	21.50	73.00	94.74	21.74					
Special Populations														
Individual with Disabilities	100.00	N/A	N/A	100.00	>95	0.00	100.00	^	N/A					
Economically Disadvantaged	52.50	>95	+	53.75	94.44	40.69	55.00	91.30	36.30					
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A					
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	^	N/A					

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* 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 state rate for Post-Secondary Placement is 95.5% annually. Weldon City School's Post-Secondary Placement Rate was 93.75% in 2022-2023. We want to continue to see a 0.5% increase in post-secondary placement each year so that we may meet or exceed the state goal.

GOAL: By the end of the 2023-2024 school year, Weldon City Schools will see an increase of at least 0.5% in post secondary placement.

WHY: Upon high school graduation, it is important that students gain employment, continue to pursue post-secondary education or training through 2-year or 4-year college experiences, military, or continuing education programs for certificates to be prepared for life in the 21st century.

ACTION STEPS (HOW)

ACTION STEPS (HOW)	WHO	WHEN
Monitor career development plans and four year plans to ensure students are college and career ready and equipped for post secondary placement	Career Development Coordinator & School Counselor	Beginning of every semester
Meet with grade level students and encourage students to take a purposeful sequence of CTE courses within a pathway/program area, including a completer course that leads to post-secondary education, advanced training, or the workforce.	Career Development Coordinator, School Counselors, CTE Teachers	Spring of 2024 Spring of 2025 Spring of 2026
Work with community partners to identify barriers to post-secondary goal attainment and offer targeted resources in	CTE Director, Career	Throughout the 2024-

the community to help graduates overcome these barriers

Development

Coordinator,
School
Counselor

2025 school
year and
ongoing

If after three years meaningful progress has not been achieved, we will seek additional support and guidance from our Regional Coordinator and other CTE Directors who have been more successful to help strengthen our plan for support.

* Progress: Provide an update regarding the progress of strategies shared to eliminate disparities or gaps.

We have made significant progress in improving postsecondary completion rates, achieving **meaningful progress** for both the **2022–2023** and **2023–2024** school years. Our performance is above the state goal, indicating that the strategies and action steps implemented are having a positive impact. We remain committed to continuing and enhancing these efforts to further close gaps and ensure all students are prepared for success after graduation.

NCDPI Feedback:

The progress status has been reviewed and is approved as written.

JTD
6/3/25

4S1 Non-Traditional Program Concentration**Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance****4S1 Non-Traditional Program Concentration**

CTE concentrators for the reporting year who are concentrators in a pathway designated as non-traditional for the student's gender. This indicator only includes pathways that lead to non-traditional fields.

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.**Data Masking Key**

The "^" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

4S1 Non-Traditional Program Concentration

Category	2021-2022 State Goal: 28.81%			2022-2023 State Goal: 30.64%			2023-2024 State Goal: 32.47%			2024-2025 State Goal: 32.47%			2025-2026 State Goal: XX.XX%	
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	
Overall	23.02	10.39	-12.63	24.99	10.43	-14.56	26.96	26.15	-0.81					
Special Populations														
Individual with Disabilities	35.00	22.22	-12.78	36.67	25.00	-11.67	38.34	^	N/A					
Economically Disadvantaged	22.00	8.16	-13.84	24.00	9.86	-14.14	26.00	33.33	7.33					
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					

*

- ☒ Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- ☐ Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* 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 state goal for Nontraditional Enrollment rate is 32.47% annually. Weldon City School's Nontraditional Enrollment Rate was 10.43% in 22-23. Weldon City's enrollment rate is below the state goal and -14.56% below the state determined benchmark goal. There are significant gaps with many subgroups including individuals with disabilities and our economically disadvantaged students. We also need to focus on the black male population.

GOAL: By the end of the 2024-2025 school year, Weldon City Schools will see an increase in nontraditional enrollment rate by at least 15%.

WHY: Weldon City Schools' (WCS) Career and Technical Education (CTE) program will continue to support and promote nontraditional students. Weldon City School students need to feel they can pursue any career or complete any career pathway regardless of their gender, racial ethnicity, or background.

ACTION STEPS (HOW)

WHO

WHEN

Review the nontraditional program course list and create a crosswalk of nontraditional courses offered and share it with CTE Teachers to make them aware of what constitutes nontraditional participation.

CTE Director, CIMC

Beginning of each semester and ongoing throughout the school year

Expose students to non-traditional career opportunities through career fairs, work-based learning, field trips, and classroom speakers.

CDC/SPC, CTE Teachers

Throughout the 2024-2025 school year and ongoing

If meaningful progress has not been achieved, we will seek additional support and guidance from our Regional Coordinator and other CTE Directors who have been more successful to help strengthen our plan for support.

* Progress: Provide an update regarding the progress of strategies shared to eliminate disparities or gaps.

While we are still a few points below the state goal, Weldon City Schools has shown significant improvement, increasing actual percentage points from 10.43 to 26.15. Although we did not meet the goal for meaningful progress in 2022-23, we achieved meaningful progress in 2023-24. We have implemented all action steps and are committed to continuing all action steps outlined as we persist in our efforts to make further meaningful progress toward this goal.

NCDPI Feedback:

The progress status has been reviewed and is approved as written.

JTD
6/3/25

5S1 Program Quality-Attained Recognized Postsecondary Credential

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

5S1 Program Quality - Attained Recognized Postsecondary Credential

CTE concentrators from the numerator of 1S1 who earned a recognized postsecondary credential aligned to a foundation prerequisite, prerequisite, or concentrator course in their pathway of concentration.

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.

Data Masking Key

The "^" symbol will be used to identify any group with fewer than 10 students.

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

5S1 Program Quality-Attained Recognized Postsecondary Credential

Category	2021-2022 State Goal: 23.14%			2022-2023 State Goal: 24.71%			2023-2024 State Goal: 26.28%			2024-2025 State Goal: 26.28%			2025-2026 State Goal: XX.XX%	
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	
Overall	5.00	70.80	65.80	7.50	89.30	81.80	10.00	87.50	77.50					
Special Populations														
Individual with Disabilities	5.00	50.00	45.00	7.50	>95	+	10.00	^	N/A					
Economically Disadvantaged	5.00	72.20	67.20	7.50	85.00	77.50	10.00	94.30	84.30					
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* 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: Weldon City Schools achieved 89.30% in program-quality-attained credentials. WCS exceeded the state determined benchmark goal of 7.5% and the state goal of 26.28%. We want to continue to see an increase in our program quality- attained recognized credentials.

GOAL: By the end of the 2023-2024 school year, Weldon City Schools will see an increase in program quality attained credentials by at least 2.5% annually.

WHY: Technical skills are crucial to the development of Weldon City Schools Career and Technical Education (CTE) program. Weldon City Schools CTE Department works hard to provide students with the skills they will need to be successful students and workers. It is imperative that the educational process focus on successful outcomes that provide individuals with the skills and abilities to enter the workforce and/ or enter postsecondary education. Employers use industry-recognized credentials as a method to evaluate potential employees during the recruitment process. Completion of industry-recognized certifications and credentials enables individuals to work in high-wage, high-demand occupations.

ACTION STEPS (HOW)	WHO	WHEN
Create a blueprint of credentials by course report and review with each teacher their blueprint and SOCCA.	CTE Director, CIMC, CTE Teachers	Beginning of each semester (Fall 2024, Spring 2025, Fall 2025, Spring 2026)
Actively promote and market courses with industry certifications and the importance of obtaining those credentials as it relates to their career goals	CDC, CTE Teachers	Ongoing and throughout the school year
Provide testing opportunities for students	CIMC, CTE	Ongoing and throughout

to take credential assessments.

Teachers

the school year

If after three years meaningful progress has not been achieved, we will seek additional support and guidance from our Regional Coordinator and other CTE Directors who have been more successful to help strengthen our plan for support.

* Progress: Provide an update regarding the progress of strategies shared to eliminate disparities or gaps.

All action steps were carried out and completed during this school year. As a result, Weldon City Schools exceeded both the benchmark percentage points and the state goal. We plan to continue implementing these action steps to sustain and build upon this progress, with the goal of further increasing student proficiency.

NCDPI Feedback:

The progress status has been reviewed and is approved as written.

JTD
6/3/25

5S4 Program Quality-Other												
Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance												
5S4 Program Quality - Other												
CTE participants in grades 9-13 who met proficiency on the Proof of Learning (POL) including a Performance-Based Measure (PBM), CTE State Assessment (CTESA)/third party/local (local course assessments). This indicator does not consider courses with credentials as POL.												
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.												
Data Masking Key												
The "v" symbol will be used to identify any group with fewer than 10 students.												
In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.												
When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.												
When the results are shown as N/A, this indicates that data was not available.												
5S4 Program Quality-Other												
Category	2021-2022 State Goal: 72.36%			2022-2023 State Goal: 73.08%			2023-2024 State Goal: 73.81%			2024-2025 State Goal: 73.81%		2025-2026 State Goal: XX.XX%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis
Overall	43.05	67.72	24.67	44.55	87.89	43.34	46.05	>95	+			
Special Populations												
Individual with Disabilities	64.38	25.00	-39.38	65.31	76.19	10.88	66.25	86.36	20.11			
Economically Disadvantaged	50.79	N/A	N/A	52.09	N/A	N/A	53.38	93.66	40.28			
Single Parents	100.00	N/A	N/A	100.00	N/A	N/A	100.00	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* 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 state rate for Program Quality-Other rate is 73.81% annually. Weldon City School's Program Quality Rate-Other was 87.89%. Weldon City Schools want to see an increase in our program quality-other (post assessment scores and proof of learning) of at least 3% annually.

GOAL: By the end of the 2023-2024 school year, Weldon City Schools will see an increase in CTE post assessment scores by at least 3% annually.

WHY: CTE Post Assessments are given at the completion of a CTE course and provide data to measure program quality. Post Assessment Scores and Proof of Learning are ways other than industry obtained credentials to measure students' knowledge and mastery of course content. The purpose of the CTE post assessments is to accurately measure student technical skill attainment. Post-assessments also help teachers evaluate their own teaching, looking for trends in what they did and did not communicate well to students.

ACTION STEPS (HOW)	WHO	WHEN
Review Red and Green Report and objectives not mastered to look for trends and areas of weaknesses from past data in all courses	CTE Director, CIMC	July 2024, July 2025, July 2026
Create benchmarks tri-weekly using SchoolNet for state assessment CTE course	CIMC, CTE Teachers	Every three weeks
Track student data on a data tracker in Google Spreadsheet and create a plan for improvement	CTE Teachers	Tri-weekly after benchmark testing

If after three years, meaningful progress has not been achieved, we will seek additional support and guidance from our Regional Coordinator and other CTE Directors who have been more successful to help strengthen our plan for support.

* Progress: Provide an update regarding the progress of strategies shared to eliminate disparities or gaps.

All action steps were carried out and completed during this school year. As a result, Weldon City Schools exceeded both the benchmark percentage points and the state goal. We plan to continue implementing these action steps to sustain and build upon this progress, with the goal of further increasing student proficiency.

NCDPI Feedback:

The progress status has been reviewed and is approved as written.

JTD
6/3/25

Subsection - Local Application Narratives

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - 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.

* Business Management & Administration — Entrepreneurship Career Pathway (ENTRE)	▼
* Human Services — Food & Nutrition Career Pathway (FONU)	▼
* Arts, A/V Technology, & Communications — Adobe Academy Career Pathway (ADAC)	▼
* Human Services — Early Childhood Development & Services Career Pathway (EACH)	▼
* Agriculture, Food, & Natural Resources — Plant Systems Career Pathway (PLSV)	▼
* Business Management & Administration (BMA) — Business Ethics and Law (BSEL)	▼

*** 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.

Career and Technical Education (CTE) is an integral educational component for students in grades 6-13. Weldon City Schools used labor market data and various consultation methods to support current program offerings. Consultation methods include surveys conducted with district administration, school administration, teachers, and students. Weldon City Schools also consulted with Turning Point Workforce Development and Roanoke Valley Chamber of Commerce.

Labor market data was collected from the northeast workforce members and obtained from Star Jobs and NC Careers. Information obtained from CTE teachers, interest surveys, counselors, district administrators, principals, and other stakeholders advised the CTE leadership team as to the best program areas to offer.

Our current CTE course offerings are aligned with the current labor market. For the 2024-2025 academic school year, the middle school will offer Career Exploration, Exploring Food and Nutrition, Exploring Childcare, and Computer Science Discoveries. The high school will offer five pathways including Entrepreneurship, Food & Nutrition, Early Childhood, Horticulture, and Adobe Academy.

Our plan for the district, region, and state aligns directly with the STAR Jobs Report. Weldon's surrounding labor market includes service-related jobs, food and agriculture, manufacturing and health care which reinforces the rationale for the pathways that Weldon STEM High School Career Academy and Roanoke Valley Early College offers. North Carolina Department of Commerce's top five areas of industry in the Northeast Region includes retail trade, accommodation and food service, health care and social assistance, manufacturing, and administrative/waste management. We do not currently offer Advanced Manufacturing or Health Sciences at the high school level but strongly encourages interested students to enroll in these programs at our local community college.

I will evaluate each program area needs according to the CTE Program Equipment Guide List found in Course Management System and fund accordingly.

Identify CLNA informed programs and corresponding activities where Perkins funding will be used.

Methods and Action Steps	Timeline	Responsible Parties and Participants	CLNA Category	Funding Source
Purchase equipment and supplies for Early Childhood & Adobe pathway at Weldon STEM	Fall 2024 - Spring 2025	CTE Director, CIMC, CTE Teacher	Labor Market	PRC 017

High School Career Academies				
Purchase supplies, equipment, software, and credentials to update and maintain the following existing high wage, high skill, and in demand pathways: Agriculture, Business & Information Technology, Family and Consumer Science, Technology, and Early Childhood Education Pathways	Fall 2024 - Spring 2025	CTE Director, CIMC, CTE Teachers	Labor Market	PRC 017
Provide Career Development and CTSO Field Trips for students in all program areas and academies	Throughout 2024-2025 school year and continued implementation in the 2025 & 2026 school year	Career Development Coordinator, CTE Advisors	Size, Scope, and Quality	PRC 017
Provide professional development opportunities for CTE teachers on CTE specific curriculum and	Throughout 2024-2025 school year and ongoing and continued implementation in the 2025-	Beginning Teacher Mentor, CIMC, CTE Director	Recruitment, Retention, and Training of CTE Educators	PRC 017

technology to enhance pedagogy.	2026 school year							
* 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.								
The Career Development Coordinator/Special Population Coordinator will work closely with school counselors, college advisor and college liaison to assist students in course selections that best match their career aspirations. The Career Development Coordinator will collaborate with the community and local businesses to allow students to be updated on job openings, training/certifications and internships on a continuous basis. The Career Development Coordinator (CDC) will conduct career assessments annually with all students to promote early pathway selections.								
The Career Development Coordinator with support from the CTE Director will organize monthly career exposure activities for each career cluster; this may include a business tour, guest speaker, job shadowing trip, college tour and/or career & college fair. Guest speakers will include non-traditional roles to promote continuation of such and to allow exposure to non-traditional genders by those already in the field. CDC will collaborate with the Chamber of Commerce to offer a leadership program to Freshmen that will introduce many pathway opportunities. Juniors will participate in mock interviews in collaboration with the Chamber of Commerce and CDC. Mock interviewers will be local community leaders and business owners, local business human resource departments and managers.								
Students will be provided with a copy of course registration guide which include course name, credentials available for each course, prerequisites for each course, course descriptions, career pathways model for each program area that details the prerequisites, concentrator course, supplemental courses, technical courses and associated CTSOs. Students will also be provided with a PowerPoint presentation detailing the above information that they will be able to view at any time through the school website. The information on the school website will list detailed information on CTE pathways offered at Weldon City Schools.								
Career exploration in Weldon City begins before middle school. Once in middle school, students get to engage and make decisions about future careers and coursework. We offer Career Exploration to the sixth graders. We have two CTE teachers based at the middle school focusing on Family and Consumer Science and Technology Education pathways. Middle school students are given the opportunity to rotate and take both pathways because of the move to a STEM initiative. Moving forward in 2024-2025, we would like to provide our middle school students the opportunity to register for the elective course of their choice. Course registration sheets are provided to 8th grade students during 2nd semester at student orientation detailing CTE course pathways and descriptions as well as other elective courses and how their middle school courses connect to the high school CTE pathways.								
Special Populations students will be identified by the Special Populations Coordinator by the third week of each semester to ensure that appropriate modifications are received and special population students are identified for targeted assistance (tutoring, differentiated strategies, etc.) Exceptional children students will receive modification in a separate location outside of the classroom and during Charger Remediation/Enrichment Time. CTE staff will work collaboratively with EC, ESL and AIG department representatives to assist our special population students in making informed decisions regarding their career pathway options.								

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.

Weldon City Schools Career and Technical Education Department has a great working relationship with Turning Point Workforce Development Board. The program has been valuable to helping students gain the employability and soft skills they will need to become productive citizens in the future. WCS CTE and the workforce development board work together and invite business and community leaders to serve as guest speakers, participate in career fairs, assist with mock interview skills, oral and written communication skills, work ethics, dress etiquette, and employability skills. Weldon City Schools CTE also works closely with our Community In Schools Facilitator who assist students by offering workshops and seminars to empower students to stay in school and achieve in life.

* - 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.

Weldon City Schools is committed to providing students with academic and technical skills needed to prepare students for post-secondary education and careers of their choice. In addition, our goal is to empower all students to be successful citizens, workers, and leaders in a global economy. It is a collective effort of the Career Development Coordinator and the entire Weldon City Schools CTE Department to share in the responsibility of providing career guidance to students beginning as early as 5th grade with career awareness and continuing through graduation. Xello is used in Grades 6-12 to introduce students to self knowledge, help students better understand themselves, explore their options, and build their four year plans.

* - 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.

Weldon City Schools CTE will provide career exploration and career development through Xello, 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 decisions about their future education and programs of study. Students are supported by CTE Teachers in completing personal reflections about career choices within their CTE course, Career Exploration, at the middle school and begin to explore career interests by making connections between the academic subjects as they relate to the workforce. We will continue to provide an opportunity for each student, with the help of the Career Development Coordinator and CTE Teacher, to complete career interest inventories during middle school in order to better prepare them in their choice of high school programs of study that correlates to their interest. Our focus for this year is for the Career Development Coordinator to work more closely with the 7th grade students in developing their Career Development Plan so that it could be revisited and/or revised in high school.

School counselors and Career Development Coordinator will continue to review students' transcripts to ensure that students are taking courses based on their career interests and goals and exposing them to career options during Career Fairs, Career and Technical Student Organizations (CTSO's) are available to promote student leadership, teamwork, and understanding of objectives through mastery of CTE content standards and to promote experiences beyond the classroom.

Counselors work with students individually and in whole classroom settings exploring career options and administering career exploration assessments. Our plan is to have students review their interest inventories as they enter high school and with the assistance of the Career Development Coordinator, and counselors, use this as a guide to help develop a Career Development Plan (CDP).

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;

Career and Technical Education are integral parts of the curriculum at Weldon STEM High School Career Academy and Weldon Middle School. CTE will continue to demonstrate that “relevance, rigor, and relationships” can contribute to increasing skill sets needed for high skills and in-demand occupations.

Weldon City School students begin their understanding of industry in 6th grade with Exploring Personal Careers and Characteristics, 7th grade with Exploring Careers and Employment. This course exposes students to career opportunities in all 16 career clusters through classroom activities and virtual and on-site field trips of local industry which is supported within the use of PRC 17. This journey continues in high school.

Weldon City Schools provide opportunities through various activities that engage students in high-skill, high-wage, or in-demand industry sectors and/or occupations that will lead to self-sufficiency. Students will engage in relevant and rigorous course content as well as opportunities to earn industry recognized credentials which include: ServSafe Food Handler & Food Manager, Microsoft Imagine Academy, ACT National Career Readiness Certificate (WorkKeys), Career Readiness through Conover, Everfi, Small Business Entrepreneurship Exam, and Adobe 3DS Max. It is our goal to offer as many as possible industry credentials as provided through the state for each program of study, eventually leading to all credentialing courses.

All CTE students including special populations participate in work based learning opportunities to assist in preparing them for future careers. Current activities include, but are not limited to, work-based learning experiences such as internships and job shadowing with local industry and businesses as well as Pathways Youth Leadership and Mock Interview Days coordinated by the Roanoke Valley Chamber of Commerce. Students also have the opportunity to participate in various programs at the local community college as well as compete in Career and Technical Student Organizations on the local, regional, state level, and national level.

Students on both the high school and middle school level will take various field trips to gain firsthand experience in the working environments of local business and industry. Students will be provided opportunities to access Career and Technical Student Organizations that provide competitive and leadership events, which will encourage student retention and completion of curriculum.

* - Prepare CTE participants for non-traditional fields;

Weldon City Schools Career and Technical Education Staff will encourage students to enroll in nontraditional classes. We will promote non-traditional resources through the use of videos including Virtual Job Shadowing videos, videos produced locally, and print materials where career awareness can take place through word of mouth, parent nights, newspaper, and social media websites where stakeholders are present. Teachers will also be encouraged to reach out to local business leaders who hold non-traditional roles and have them come to the schools as guest speakers or have students shadow them in their roles. Funds will be used to sponsor field trips, work-based learning opportunities to expose students to nontraditional fields and to purchase materials such as posters, and videos that promote participation in nontraditional fields. Each teacher will be provided with non-discrimination notices to post within the classroom and are informed that these requirements are non-negotiable and understand discrimination will not be tolerated.

* - Provide equal access for special populations to CTE courses, programs, and programs of study;

All CTE students including special populations will participate in work based learning opportunities to assist in preparing them for future careers. Current activities will include, but are not limited to, work-based learning experiences such as internships and job shadowing with local industry and businesses as well as Pathways Youth Leadership and Mock Interview Days coordinated by the Roanoke Valley Chamber of Commerce. Students will also have the opportunity to participate in various programs at the local community college as well as compete in Career and Technical Student Organizations on the local, regional, state level, and national level. Students on both the high school and middle school level will take various field trips to gain firsthand experience in the working environments of local business and industry. Students will be provided opportunities to access Career and Technical Student Organizations that provide competitive and leadership events, which will encourage student retention and completion of curriculum.	* - Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Our CTE Department will collaborate with the Exceptional Children's department to put processes in place to ensure students are successful in CTE classrooms. The CIMC/CDC will support CTE teachers at the school level by providing classroom visits to assist with students as needed. Additionally, there will be continual collaboration with the Exceptional Children's Department and Career and Technical Education Department to promote student engagement through advisement, guest speakers, field trips, career fairs, and college and industry tours to increase participation and awareness of career options and opportunities. Career Development Plans (CDP) and interest inventories are also critical to increase self-sufficiency. Students will meet each semester with the Career Development Coordinator (CDC) to review the established career development plan. The CDC and school counselors will work together to ensure no barriers exist that may prevent special population students from enrolling in CTE courses, programs, programs of study, CTSO's or participating in CTE related 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.	Work-based learning opportunities begin at the middle school. At the middle school level, students have guest speakers from many career pathways to provide general information of each field. Students conduct field trips to receive direct exposure. The Career Development Coordinator (CDC) collaborates with the local Chamber of Commerce to allow students the opportunity to explore job shadowing of their desired pathway. The Chamber of Commerce works with local companies/agencies to fulfill this desiring need for students. Once attending High school, select freshmen and sophomores are engaged in the Pathways to Leadership Program that provide leadership skills and exposure to many career pathways. Students attend various outings throughout the school year with a focus on government, healthcare, leadership, agriculture, and industry. The Pathways Program is a program the CDC collaborates with the local Chamber of Commerce. Weldon City Schools, in collaboration with business and industry members and the Roanoke Valley Business Advisory Committee hopes to increase our work based learning experiences of pathways offered with more businesses in the Roanoke Valley. High school students will conduct career assessments each year for better preparation of future goals. Assessments determine future work-based learning opportunities provided such as field trips, companies and colleges invited to College and Career Day as well as interviewer's selected for Mock Interview Day. As students become juniors and seniors they are eligible for internships. Students conducting internships have completed one or more CTE courses and on the correct pathway towards graduation by completing required core classes. CDC networks with local industries for best student internship placements.

Students receive several leadership opportunities through the Chick-fil-a Leadership Academy. This is a year program and will allow students opportunities to work on projects, receive certificates and receive possible scholarship opportunities as well. Weldon High School Career Academies students also participate in Saint Augustine's University TRIO Educational Talent Search which expose our economically disadvantaged students to educational opportunities. TRIO work to promote and create college minded students who will pursue a post secondary education after high school graduation.	* 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). Weldon City Schools strives to meet the performance requirements for Career and College Promise and has continued to develop a strong and positive relationship with HCC. Students can complete digital format classes, hybrid classes as well as face-to-face classes on campus. Students who are not enrolled at the Early College (located on Halifax Community College's campus) also can take specialized college courses through Career and College Promise (CCP). Students and parents will be informed about postsecondary and CCP opportunities. The Career Development Coordinator as well as school counselor will continue to inform students of options of taking college courses, requirements, and procedures. During the 2024-2025 school year, the CTE team will continue to grow relationships and encourage more CTE students to participate in the CCP program offered at HCC. Information about CCP opportunities will also be displayed on the school's webpage under Career and Technical Education and updated on a regular basis. The CDC, school counselors, CCP Advisor will host meetings with students explaining the CCP requirements and CCP pathways available to Weldon City Schools students. Students will be provided with a list of articulated credit information along with career pathway information from the corresponding teacher that have courses that are articulated. Articulated information and requirements will be provided to students and accessible electronically in the Registration Guide as well as the district's CTE website.	* 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. The CTE Director works collaboratively with Human Resources and building level Administrators to recruit potential CTE faculty and staff. The CTE Director participates in recruit sessions, hiring career fairs and interview teams. Our new staff are supported not only by our CTE support staff (CTE Director, CIMC, CDC/SPC) but our district level Beginning Teacher Support Coordinator and building level district mentor. The district, CTE department and building level administrators host monthly professional development sessions to support our educators. Weldon City Schools calendar has days throughout the school year that have been designated as early dismissal days for professional development and growth of our staff. The Career and Technical Education Department meets monthly as a group to train on CTE specific curriculum and technology as well. Funds are provided throughout the year for curriculum specific training. Funds are also available for CTE teachers to attend the annual Career and Technical Education Summer Conference or an appropriate alternate conference. Further professional development dollars are in place to enhance pedagogy for CTE teachers on an as needed basis, to improve technical attainment scores.
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All new CTE teachers go through the Beginning Teacher Orientation and Beginning Teachers Program where they attend monthly meetings. New Teachers are assigned a mentor. The mentor provides support for the beginning teacher for the first three years. The support may be assistance with lesson planning, classroom management, instructional technology, and assessments. Weldon City Schools partners with NC New Teacher Support Program with ECU. This will assist, identify and target strategic support based upon teachers' needs. New CTE teachers are encouraged to attend the 40-hour new teacher induction through NCDPI. These modules allow teachers to network with other teachers around the state to build a professional network.	* 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 II 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.	NCDPI Feedback:	
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Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - 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.**

Budget

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
422	0017	0	No	No	4.88%

Fiscal Information		NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment	
Allotment Amount:		\$30,663.00	\$30,663.00
Carryover Amount:		\$0.00	\$0.00
Allotment Plus Carryover:		\$30,663.00	\$30,663.00
Total Budgeted:		\$30,663.00	
Total Remaining:		\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	07/01/2025 04:47 PM	Admin, NCCCCIP

☐ Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
7/1/2025 4:47 PM	Approved	☒	Admin, NCCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Davenport, Josh
7/1/2025 9:36 AM	Approved (Pending)		Davenport, Josh			

☒ Highlight Amended Rows

All ▼

00000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Department	Level	Cost Center	Project	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	36	51200	03120	000	00	000	00000	\$10,000.00	\$0.00	\$10,000.00		
	Other	36	51200	03330	000	00	000	00000	\$9,129.85	\$0.00	\$9,129.85		
	Other	36	51200	04110	000	00	000	00000	\$10,000.00	\$0.00	\$10,000.00		
	Other	36	61200	03120	000	00	000	00000	\$931.91	\$0.00	\$931.91		
	Other	36	81000	03920	000	00	000	00000	\$601.24	\$0.00	\$601.24		
Total:									\$30,663.00	\$0.00	\$30,663.00		

Related Documents

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)

Type	Optional Documents Document Template	Document/Link
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Budget Spreadsheet	N/A	 422 Weldon PRC 017 25-26
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FY 2025 - 2026 FEDERAL GRANT AWARD NOTIFICATION (GAN)

Grant Recipient: Weldon City Schools	Unique Entity Identification Number (UEI Number): U2B6HJB2BTK3
Recipient Address: 301 S. Mulberry Street Weldon, NC 27890	Superintendent: Rodney Shotwell
Key Personnel: Robin Davis	
Federal Awarding Agency: U.S. Department of Education	Subawarding Agency: North Carolina Department of Public Instruction
DPI Division: Career and Technical Education	DPI Division Point of Contact: Nancy Cross
DPI Program Point of Contact: Josh Davenport	Contact Information: josh.davenport@dpi.nc.gov
DPI Award Date: 7/1/2025	
Federal Program: Perkins Federal (PRC 0017)	Federal Award Identification Number: V048A230033
	PRC: 0017
Program Description: The Strengthening Career and Technical Education for the 21st Century Act is the reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006. Funds are provided to expand opportunities for every student to explore, choose, and follow CTE programs of study and career pathways to prepare for postsecondary education and the workforce.	CFDA Number: 84.048A
	Federal Award Date: 7/1/2025
	Subaward Period of Performance / Subaward Budget Period: 7/1/2025 - 6/30/2026
	Total Amount of Subaward: \$30,663.00
Indirect Cost Rate: 4.87800 %	Research and Development Grant: No

- This Federal Award is to be used in accordance with Federal statutes, regulations and the terms and conditions of the Federal Award and are subject to general supervision, including monitoring.
- Sub-recipients are subject to federal reporting requirements and will be subject to mandatory reporting to the pass-through entity to ensure timely and accurate reporting to the Federal awarding agency.
- Subrecipients must permit NCDPI and auditors access to records in accordance with federal and state statute and regulations to meet supervision and reporting requirements.
- All obligations must be liquidated within the terms of the grant period.

Allotment and Budget

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)

Months of Employment (PRC 013)	84
Allotment:	

Related Documents

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)

Required Documents		Document/Link
Type	Document Template	
Months of Employment (PRC 013) Planning Budget [Upload 1 document(s)]	N/A	 422 Weldon PRC 013 25-26

Budget

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 3: State Support Grant (PRC 014)

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

Object Code	Purpose Code	Regular Curricular 51100	CTE 51200	CTE- Special Populations Service 52200	Alternative K-12 53100	Extended Day/Year Instr 53500	CTE Curricular Support & Devel 61200	Transportation 65500	Debt Services 83000	Debt services - Other 83200	Total
01210 - Salary - Teacher		4,500.00	0.00		0.00						4,500.00
01220 - Salary - Interim Teacher - Non Certified		0.00	0.00		0.00						0.00
01240 - Salary - IFE		0.00	0.00		0.00						0.00
01290 - Salary - Held Harmless Salary		0.00	0.00	0.00	0.00						0.00
01310 - Salary - Instruct. Support I -		0.00	0.00	0.00							0.00
01420 - Salary - TA		0.00	0.00		0.00						0.00
01430 - Salary - Tutor		0.00	0.00	0.00	0.00						0.00
01460 - Salary - Specialist (School-Based)		0.00	0.00		0.00		0.00				0.00
01480 - Salary - Non-Certified Instruc		0.00									0.00
01510 - Salary - Office Support							0.00				0.00
01520 - Salary - Technician							0.00				0.00
01620 - Substitute Pay - Reg. Absence			0.00		0.00						0.00
01630 - Substitute Pay - Staff Dev.		0.00	0.00		0.00						0.00
01640 - Salary - Full Time Sub - Non-C			0.00		0.00						0.00
01650 - Substitute Pay - Non-Teaching								0.00			0.00

01660 - Tchr. Asst. Pay - Staff Dev.	0.00	0.00	0.00	0.00	0.00
01670 - Tchr. Asst. Pay - Reg. Absence	0.00	0.00	0.00	0.00	0.00
01710 - Salary - Driver				0.00	0.00
01720 - Salary - Driver Overtime				0.00	0.00
01750 - Salary - Skilled Trades				0.00	0.00
01770 - Work Study Student	0.00	0.00	0.00		0.00
01830 - Bonus Pay	0.00	0.00	0.00	0.00	0.00
01840 - Longevity Pay	0.00	0.00	0.00	0.00	0.00
01850 - Bonus Leave Payoff	0.00	0.00	0.00	0.00	0.00
01880 - Annual Leave Payoff	0.00	0.00	0.00	0.00	0.00
01890 - Short Term Disability - First Six Months	0.00	0.00	0.00	0.00	0.00
01910 - Curriculum Development Pay	0.00	0.00	0.00		0.00
01920 - Additional Responsibility Stipend	0.00	0.00			0.00
01960 - Staff Dev. Participant Pay	0.00	0.00	0.00	0.00	0.00
01970 - Staff Development Instructor	0.00	0.00	0.00	0.00	0.00
01990 - Overtime Pay	0.00	0.00	0.00	0.00	0.00
02110 - Employer's Soc Sec - Regular	0.00	400.00	0.00	0.00	0.00
02210 - Employer's Retirement - Regular	0.00	0.00	0.00	0.00	0.00
02310 - Employer's Hospitalization Ins	0.00	0.00	0.00	0.00	0.00
02320 - Employer's Workers' Comp Ins	0.00	0.00	0.00	0.00	0.00
02330 - Employer's			0.00	0.00	0.00

Unemployment Ins									
02340 - Employer's Dental Ins Cost		0.00							0.00
03110 - Contracted Services		0.00	0.00	0.00	0.00	0.00	0.00		0.00
03120 - Workshop Exp/Allowable Travel	0.00	5,000.00	0.00	0.00	0.00	0.00	1,500.00		6,500.00
03130 - Contracted Instructional Substitutes		0.00	0.00	0.00	0.00	0.00	0.00		0.00
03140 - Marketing Costs		0.00	0.00	0.00	0.00	0.00	0.00		0.00
03150 - Reproduction Costs		0.00	0.00	0.00	0.00	0.00	0.00		0.00
03190 - Other Professional/Technical Contract Services		0.00			0.00				0.00
03260 - Contracted Repairs - Equipment		0.00	0.00	0.00	0.00	0.00	0.00		0.00
03270 - Rentals/Leases		0.00	0.00	0.00	0.00	0.00	0.00		0.00
03310 - Pupil Transportation - Contract					0.00			0.00	0.00
03320 - Travel Reimbursement	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
03330 - Field Trips		5,000.00			0.00				5,000.00
03410 - Telephone		0.00	0.00	0.00	0.00	0.00	0.00		0.00
03420 - Postage		0.00	0.00	0.00	0.00	0.00	0.00		0.00
03430 - Telecommunications Services		0.00	0.00	0.00	0.00	0.00	0.00		0.00
03440 - Mobile Communication		0.00	0.00	0.00	0.00	0.00	0.00		0.00
03510 - Tuition Reimbursements		0.00	0.00	0.00	0.00	0.00			0.00
03520 - Employee Education Reimb		0.00	0.00	0.00	0.00	0.00	0.00		0.00
03610 - Membership Dues and Fees		0.00	0.00				0.00		0.00

03790 - Other Insurance & Judgments	0.00	0.00	0.00	0.00	0.00	0.00	0.00
03810 - Debt Service-Principal						0.00	0.00
04110 - Supplies and Materials	5,447.00	0.00	0.00	0.00	0.00		5,447.00
04130 - Other Textbooks	0.00	0.00	0.00	0.00			0.00
04140 - Library Books	0.00	0.00	0.00	0.00			0.00
04180 - Computer Software and Supplies	0.00	0.00	0.00	0.00	0.00		0.00
04220 - Repair Parts, Materials & Labor	0.00	0.00	0.00	0.00	0.00	0.00	0.00
04230 - Gas/Diesel Fuel					0.00		0.00
04240 - Oil					0.00		0.00
04250 - Tires and Tubes					0.00		0.00
04590 - Other Food Purchases				0.00			0.00
04610 - Furniture and Equipment - Inventoried	0.00	0.00	0.00	0.00	0.00		0.00
04620 - Computer Equipment - Inventoried	0.00	0.00	0.00	0.00	0.00		0.00
04710 - Sales and Use Tax Expense	0.00	0.00	0.00	0.00	0.00		0.00
05410 - Equipment Purchase - Capitalized	0.00	0.00	0.00	0.00	0.00		0.00
05420 - Computer Hardware Purchase - Capitalized	0.00	0.00	0.00	0.00	0.00		0.00
Total	0.00	20,347.00	0.00	0.00	1,500.00	0.00	21,847.00
Adjusted Allocation							21,847.00
Remaining							0.00

Assurances	
Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications	
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. 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).	
☒ * The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that: A. Local Application for Career and Technical Education Programs 1. The purposes of career and technical education as established in Chapter 115C, Article 10 of the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the career and technical education programs within this local education agency (LEA). (S.) (Article 10 Part 1 Section 115C-151) 2. Career and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154 (6)(7)) 3. The LEA will provide free appropriate career and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies. (S. 115C-157) 4. The expenditures in this plan will adhere to the most recent NC Career and Technical Education (CTE) Fiscal and Policy Guide. (S. 115C-154 (9); 115C-156) 5. The programs in this plan will adhere to the most recent NC Career and Technical Education Standard Course of Study Guide. (S. 115C-154) 6. The LEA has developed a career and technical education plan that describes the career and technical education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs. (S. 115C-154 (8)) (F. 134 (a)) 7. The LEA has conducted a comprehensive local needs assessment related to career and technical education and has included the results of the needs assessment in the local application. (F. 134 (c)(A)) 8. The LEA has conducted a comprehensive local needs assessment related to career and technical education not less than once every 2 years. (F. 134 (c)(B)) 9. The career and technical education programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years. (S. 115C-154.1 (2)) 10. For all current job skill programs, there is a documented need based on labor market data or follow-up data or there is a plan to redirect the program within two years. (S. 115C-154.1 (3)) 11. Career and technical education programs in the LEA are in accordance with the purposes of G.S. 115C-151:	

	A. Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151 (1))
	B. Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education. (S. 115C-151 (2))
	C. Career Development Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151 (3))
12.	New career and technical education programs show documented need based on student demands, or for new job skill programs, based on student and labor market demands (S. 115C-154.1(4)); or, address high-wage or high skill or in-demand occupations. (F. 135 (3))
13.	All career and technical education programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1 (5))
14.	Local programs using the cooperative career and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154)
15.	Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. (F. 135 (b)(1))
16.	Provide professional development programs for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. counselors, and administrators. (F. 135 (b)(1)(2))
17.	The definitions of specific career and technical education program elements are adhered to. (S. 115C-152 (1)(2)(3)(4))
18.	Support integration of academic skills into career and technical education programs and programs of study. (F.135 (4))
19.	Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance. (F. 135 (5))
20.	A formal system of evaluation is conducted annually to determine how the programs meet their state objectives and are relevant to employment and occupational needs of students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S. 115C-154 (10))
21.	Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive 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	
Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - 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.	
☒ * 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 voluntary 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.
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Certification Regarding Lobbying for Grants and Cooperative Agreements

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - 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.

CTE Local Application Checklist

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - CTE Local Application Checklist

This checklist is a means of communication between NCDPI and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, NCDPI will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Attention Needed, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where NCDPI may provide notes to explain those items. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If NCDPI determines that the item has been corrected, Attention Needed will be changed to OK by the NCDPI Reviewer. If the items that were marked Attention Needed still have not been corrected, the application will be returned again to the LEA with a status of not approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description [\(Collapse All\)](#) [Expand All](#)

☐	1. Part I: Comprehensive Needs Assessment (CLNA)	OK	Josh Davenport	7/1/2025 9:41:05 AM
	1.01 Evaluation of Performance			
	1.02 Labor Market Alignment			
	1.03 Size, Scope, and Quality			
	1.04 Career Pathways Implementation Evaluation of Progress			
	1.05 Improve Recruitment, Retention, and Training			
	1.06 Equal Access to High-Quality CTE Programs of Study for All Students			
☐	2. Part II: Data/Indicators of Performance	OK	Josh Davenport	7/1/2025 9:41:05 AM
	2.01 CTE Participants			
	2.02 CTE Concentrators			
	2.03 1S1 Four-Year Graduation Rate			
	2.04 2S1 Academic Proficiency in Reading/Language Arts			
	2.05 2S2 Academic Proficiency in Mathematics			
	2.06 2S3 Academic Proficiency in Science			
	2.07 3S1 Post-Secondary Placement			
	2.08 4S1 Non-Traditional Program Concentration			
	2.09 5S1 Program Quality-Attained Recognized Postsecondary Credential			
	2.10 5S4 Program Quality-Other			
☐	3. Part III: Local Application Narratives	OK	Josh Davenport	7/1/2025 9:41:05 AM
	3.01 Subsection - Local Application Narratives			
☐	4. Part IV: Application for Workstudy Program	OK	Josh Davenport	7/1/2025 9:41:05 AM
	4.01 Application for Workstudy Program			
☐	5. Part V - 1: Perkins Federal Grant (PRC 017)	OK	Josh Davenport	7/1/2025 9:41:05 AM
	5.01 Budget			
	5.02 Related Documents			
☐	6. Part V - 2: Months of Employment Grant (PRC 013)	OK	Josh Davenport	7/1/2025 9:41:05 AM
	6.01 Allotment and Budget			
	6.02 Related Documents			
☐	7. Part V - 3: State Support Grant (PRC 014)	OK	Josh Davenport	7/1/2025 9:41:05 AM
	7.01 Budget			
	7.02 Related Documents			
☐	8. Part VI: Assurances and Certifications	OK	Josh Davenport	7/1/2025 9:41:05 AM
	8.01 Assurances			
	8.02 Debarment Assurance			
	8.03 Certification Regarding Lobbying for Grants and Cooperative Agreements			
	8.04 Signature Page			

GAN Information

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - GAN Information

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

Note: The actual Grant Award Notification is available in Part V - 1: Perkins Federal Grant (PRC 017).

GAN Organization Data

Weldon City Schools (422) Regular Local School District - FY 2026 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - GAN Information

* Unique Entity Identifier (UEI):

U2B6HJB2BTK3

* Address:

301 S. Mulberry Street
Weldon, NC 27890

Superintendent

* Name

Rodney Shotwell

* Email Address

shotwellr@weldonk12.org

Key Personnel:

Name

* Robin Davis

Email Address

* davisr@weldonk12.org