

Perkins V
Kentucky State Plan

**Strengthening Career and Technical Education
for the 21st Century Act**

**U. S. Department of Education
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan**

I. COVER PAGE

- A. State Name: Kentucky
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:
 Kentucky State Board of Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: David Horseman
 2. Official Position Title: Associate Commissioner, Office of Career and Technical Education and Student Transition
 3. Agency: Kentucky Department of Education
 4. Telephone: (502) 564-4286 6. Email: David.Horseman@education.ky.gov
- D. Individual serving as the State Director for Career and Technical Education:
- Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name: _____
 2. Official Position Title: _____
 3. Agency: _____
 4. Telephone: (_____) _____ 5. Email: _____
- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):

1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*

State Plan (FY 2019-23) – *if an eligible agency selects this option, it will complete Items G, I, and J*

F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one):*¹

State Plan (FY 2020-23)

State Plan Revisions (*Please indicate year of submission: _____*)

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

Yes

No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one):*²

Yes (*If yes, please indicate year of submission: _____*)

No

I. Governor’s Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):³

Date Governor was sent State Plan for signature:

February 25, 2020

The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.

The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

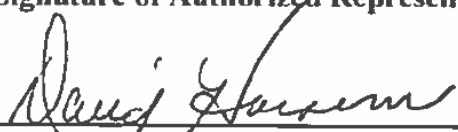
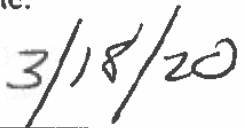
¹ Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

² Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

³ Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name) David Horseman	Telephone: (502) 564-4286, ext. 4233
Signature of Authorized Representative 	Date: 

INTRODUCTION & OVERVIEW

Now more than ever, Kentucky is becoming a state known for its emphasis on workforce and economic development. Efforts to seamlessly align education and workforce priorities are a focus at the local, regional and state levels. Driving this work are many strategic priorities and partnerships.

Kentucky Department of Education (KDE)

The Kentucky Department of Education is based in Frankfort, Kentucky and includes an organization structure of seven (7) offices. The KDE Office of Career and Technical Education and Student Transition provides leadership, support and service to all 172 of Kentucky's K-12 public school districts in the areas of secondary career and technical education, dual and articulated credit, Advanced Placement coursework (AP), college and career advising, Individual Learning Plans (ILPs), Career and Technical Student Organizations (CTSOs), academic and CTE integration projects, and occupation-based CTE teacher licensure and professional learning. The office also governs and manages 53 state-operated Area Technology Centers (ATCs) and serves as the fiscal agent for Perkins accountability. Many aspects of data collection for the K-12 accountability system are also the responsibility of this office.

Kentucky Community and Technical College System (KCTCS) and Regional Universities

The KCTCS is a system of 16 Colleges with over 70 locations across the Commonwealth and online providing certificates, diplomas, and Associate degrees leading directly to careers in the workforce or to transfer to a four-year institution. Colleges also provide adult education leading to the GED, dual credit offerings in partnership with the Kentucky Department of Education, apprenticeships, credit and non-credit corporate training for incumbent workers, and employability training for those wishing to enter the workforce. While the colleges are individually accredited, they report to the President of KCTCS. There is one governing Board (the KCTCS Board of Regents) with College advisory boards of directors. KCTCS College and System Office staff work with local Workforce Investment Boards (WIBs); the Kentucky Workforce Innovation Board (KWIB); and the Cabinets for Education and Workforce Development, Economic Development, Health and Family Services, and Public Safety to provide access to higher and continuing education.

Kentucky also has four (4) regional universities that are engaged in Perkins implementation. Those institutions are Eastern Kentucky University, Morehead State University, Murray State University and Western Kentucky University. These eligible agencies facilitate curriculum projects, professional learning opportunities and other special projects, as well as provide support in seamless pathway development for many of the CTE program areas.

Seamless Pathways and Programs of Study

While middle schoolers plan their desired career opportunities, KDE and KCTCS partner on pathways that include high school and dual credit opportunities leading directly to a career,

apprenticeship, or transfer to a two-year college or four-year university. Currently, 28 career and technical education pathways are complete in the state’s most in-demand areas; these will grow in number as staff and curriculum faculty develop additional guided pathways and advising strategies.

Dual credit opportunities (classes providing both high school and college credit) provide great value to high school students by offering access to college-level coursework at reduced tuition costs. KDE and KCTCS partner to ensure students “Make Every Credit Count”. Dual credit opportunities are embedded into the seamless career and technical education pathways for students to access as they meet assessment requirements. For students desiring transfer to a university, a general education pathway with 21 course options provided through the 16 colleges was implemented. This pathway is being extended to university partners to ensure every credit counts for every high school student. A joint Dual Credit Advisory Board between KDE and KCTCS helps to ensure communication and solve problems.

Credentials of Value

As high school and college students seek internships, apprenticeships, and employment, employers must understand the competencies students have acquired on their career and technical education pathways. KCTCS colleges are beginning the development of competency-based transcripts or student portfolios to add information to the student’s record beyond course grades, earned credentials, and certifications.

Kentucky has a rigid, legislatively-mandated process for validating state and nationally-recognized industry certifications at the secondary level, which involves the employer community at-large, local WIBs and final approval by the KWIB. The list is reviewed on an annual basis and amended, as needed, based on the changing needs of the state’s workforce.

In an effort to continue refinement of these existing practices, Kentucky recently developed a cross-agency team of representatives from KDE, KCTCS, the Kentucky Council on Postsecondary Education (CPE) and KYSTATS (the state’s longitudinal database system) to engage in a national initiative known as the Credentials of Value Institute (COVI). This cross-state initiative, sponsored by the Lumina Foundation, involves six total states and is focused on building replicable strategies that help to identify in-demand credentials, incentive attainment of such credentials and ensure reliable data collection and reporting mechanisms for credential attainment. The state expects that the outcomes of this project may change how it approaches its work in this area, moving forward.

The Next Four Years... A Path Forward

As the state forges ahead over the next four years, Kentucky will remain focused on the continuous improvement of its CTE system at both the secondary and postsecondary levels. The state will continue its efforts to address inequities, incentivize local innovation, and expand greater access and opportunity for student learners to engage in high-quality CTE programming.

Through sustained work, such as the national New Skills for Youth (NSFY) initiative, Kentucky will build upon prior work to expand regional partnerships that are deeply rooted in employer engagement and industry leadership, labor market alignment strategies and seamless career pathways that encompass grades 9-16, including youth and registered apprenticeship opportunities. Strategic emphasis will be placed on seeking solutions to work-based learning barriers at all levels of learning. Kentucky will also continue its commitment to refining processes and protocols for validating the state's most in-demand industry certifications and credentials, ensuring an assessment and accountability system that is fully aligned to the needs of the state's workforce.

II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. **Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.**

The Kentucky Department of Education (KDE) developed a Steering Committee with the required stakeholders outlined in section 122 of Perkins V (See Appendix F for supporting documents).

An introduction meeting was held in March 2019 to educate the committee on the requirements of Perkins V. The Steering Committee was divided into five (5) sub-committees:

1. Education Alignment;
2. Business, Industry and WIOA;
3. Special Populations;
4. Marketing; and
5. Accountability.

The committees reviewed the requirements of section 122 for developing a state plan from the focus of their sub-committee. Each group had facilitators that made notes of the discussions and captured critical feedback. The first draft of the plan was written using those notes. The facilitators met to ensure all the information was captured in the draft plan. Appropriate corrections and additions were made to the plan, then it was sent to the Steering Committee for review. The second meeting of the Steering Committee was held to discuss the draft plan. Additions and changes were made based upon this meeting.

The plan's accountability indicators were also put out for public comment for a total of 63 days. Three public hearings were also conducted regionally in London, Frankfort and Madisonville. Following the opportunity for public input, the final plan was sent back to the Steering Committee for review. A final meeting was held on November 8, 2019 for steering committee input. The plan was then released for the 30-day public comment window. The plan was also reviewed by the Kentucky Board of Education at its February 4, 2019 regular meeting.

2. **Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such**

objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

See state plan budget information.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

The KDE Office of Career and Technical Education and Student Transition held three (3) regional meetings to receive in-person public comments on the state plan. The dates and locations are below:

- *October 17, 2019 – London, Kentucky*
- *October 24, 2019 – Frankfort, Kentucky*
- *October 28, 2019 – Madisonville, Kentucky*

The KDE published a media release, sent information to each district superintendent and emailed all district CTE coordinators and area center principals regarding dates and locations of the public comment sites and times. The KDE requested that state CTE partners, such as the KWIB and the Kentucky Chamber of Commerce, share the press release with their regional and local employer contacts. Additionally, the KDE requested that school districts in these regions of the state send a notice of the meeting on the parent “one-call” system and post it to their social media sites.

Kentucky promoted the 30-day public comment window through a formal statewide press release that is sent to all education constituents across the Commonwealth. The draft plan was posted to the KDE website for the required 30-day window and formal comments from the public was sent to a private email inbox that was established for gathering feedback. Additionally, KDE requested that state CTE partners, such as the KWIB and the Kentucky Chamber of Commerce, share the press release with their regional and local employer contacts. The state plan was also reviewed by the Kentucky Board of Education (KBE) at their regular meeting in February of 2020.

B. Program Administration and Implementation

1. State’s Vision for Education and Workforce Development

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)**

The Kentucky Department of Education (KDE) and the Kentucky Community and Technical College System (KCTCS—a system of 16 Community and Technical Colleges

across the Commonwealth) partner to ensure secondary and postsecondary programs are aligned and meet the state's five priority sectors set by the Kentucky Workforce Innovation Board (KWIB). The five sectors include: Advanced Manufacturing; Healthcare and Social Assistance; Business and IT Services; Construction and Trades; and Transportation, Distribution and Logistics. Both providers offer technical programs of study that fall into each of the five sectors. KCTCS offers 68 programs of study within the five priority sectors. KDE offers 150 career programs of study that are aligned with the five state industry sectors or the state's top occupations.

Both KDE and KCTCS offer programs of study that meet regional and community needs for other supporting occupations, including Early Childhood Education, Public Safety, and other programs of study leading to direct employment that is based on regional demand. Career and technical programs include a focus on employability skills.

The KDE invests resources to develop, maintain and continually improve career pathways. This is necessary because local requests have statewide impact, requiring ongoing support.

New programs of study for secondary education are created and adopted based upon:

- specialized needs of business and industry;
- innovative concepts that support industry and economic development opportunities for Kentucky; and
- Labor market information (LMI).

New career pathway requests at the secondary level must be supported by the following information from the districts/schools and submitted to KDE:

- scope of proposed pathway;
- Labor market information (LMI); and
- local, regional and/or state employer demand.

In developing new programs, KCTCS colleges rely on input from Area Development Districts, Kentucky Career Centers, the KWIB, regional economic development organizations, local Chambers of Commerce, technical program advisory boards, and the college's Boards of Directors. Program needs are validated through labor market information and student demand. Programs of study must meet guidelines set forth by Kentucky's higher education coordinating body, the Council on Postsecondary Education (CPE). Colleges must document employer support for the new program and must show employer participation in program development.

The KDE and the KCTCS work together to ensure a path from secondary to postsecondary education leading to certificates, diplomas, and degrees. KCTCS colleges also provide a variety of pathways for adult students to attain education leading to better career opportunities.

High school students, their parents, recent high school graduates, and adults returning to college should recognize that there is an opportunity to enter college, complete a

credential that is less than a four-year degree, and quickly enter the workforce into high wage careers.

In partnership with KDE, KCTCS colleges provide multiple ways for high school students to enter their chosen career pathway. Students in high school may earn college credit in several ways. Students may earn dual credit, where each class provides credit towards both a college credential and high school graduation.

KDE and KCTCS collaborate to provide high school students with seamless dual credit model pathways for the most in-demand technical programs by utilizing the state's two dual credit scholarships, Work Ready Dual Credit Scholarship (WRDCS) and Dual Credit Scholarship (DCS). All Kentucky high school students are eligible to receive two approved dual credit courses per year of career and technical education offerings within a career pathway approved by KDE per academic year for the Work Ready Dual Credit Scholarship. Each year, high school juniors and seniors are also eligible for a total of two approved dual credit courses within a program of study approved by KDE using the Kentucky Dual Credit Scholarship. Templates have been developed to show students, parents and high school counselors the pathways, and a guidance will be provided to assist local school districts in partnering with local community and technical colleges to develop programs of study to meet local needs.

Early College is offered at some KCTCS colleges. High school juniors and seniors may enroll in the Early College, which is embedded within the college. The students enter as dual credit high school juniors and take a full schedule of college coursework across their junior and senior high school years, graduating with an Associate degree a prior to graduating with their high school diploma in either a transfer pathway leading to the Bachelor's degree or in a technical program leading directly to a career.

KCTCS colleges provide several entry and exit points to assist the recent high school graduate or adult student achieve their desired career success. Students receive career counseling before and during their time in college to help choose their intended career destination. KCTCS colleges offer many student support services, including access to various forms of financial aid and scholarships, Veteran services, support for those with disabilities, academic support, and other wrap-around services, including success coaching.

In order to help adult students overcome financial challenges, and to incentivize skills attainment in target sectors seeking a trained workforce, Kentucky has made available the Work Ready Kentucky Scholarship (WRKS) for adult students. Students are provided scholarships for up to 60 credit hours (an Associate's degree or certificates earned along the way) in any one of five sectors: Advanced Manufacturing Healthcare and Social Assistance, Business and IT, Construction and Trades, and Transportation, Logistics and Distribution.

Depending on the student, there are various ways to access a college technical degree:

A student may enroll in college the summer or fall term after high school graduation and may bring some college credit with them. The student then completes an Associate in Applied Science degree in a technical field of study and then goes to work in that field. The student may then choose later to take additional courses to progress to advance in their career or earn a higher degree.

The recent high school graduate or adult student may earn a short-term certificate (which may or may not include a nationally recognized certification) and leave to enter the workforce. The student may then choose to return to college to earn additional, stackable certificates that lead to an Associate in Applied Science degree. Students may exit the pathway after each credential earned.

The student may enter a program of study that includes a Registered Apprenticeship through an organized labor-offered program, through an employer-provided or sponsored program, or with an employer through an intermediary. The program includes appropriate education and training hours, as well as, on the job training which may be provided through the organized labor, secondary and postsecondary institutions, or other employers.

There are several on-ramps to Registered Apprenticeships that include KDE's Statewide Youth Apprenticeship program called TRACK (Tech Ready Apprentices for Careers in Kentucky), which partners with the Kentucky State Apprenticeship Agency (SAA) under the Kentucky Cabinet for Education and Workforce Development, as well as the U.S. Department of Labor. TRACK utilizes the current high school career and technical infrastructure at no cost and creates a seamless career pathway for students into postsecondary Registered Apprenticeship opportunities. TRACK creates a pipeline of students with a good foundation and an interest into occupations which are based on local business and industry needs. The TRACK program results in career pathways that lead to gainful employment and reinforces employability skills. Nationally, 94% of apprentices continue employment after completing a Registered Apprenticeship Program. Beginning fall 2019, Kentucky Educational Excellence Scholarship (KEES), can be used for Registered Apprenticeship Programs, in addition to two- and four-year institutions.

Nationally, WIOA supports Registered Apprenticeship as a workforce strategy and promotes an increase use of work-based learning with a stronger emphasis on business services. All Registered Apprenticeship sponsors are qualified to be placed on the Eligible Training Provider List (ETPL). This allows business and industry to use WIOA funds to cover related technical instruction and other apprenticeship cost for Registered Apprenticeship sponsors. Kentucky has several local workforce investment boards (WIB) and business service teams that promote and encourage the Registered Apprenticeship model.

Alternatively, the student may participate in an industry-recognized model such as the Kentucky Federation for Advanced Manufacturing Education (KY FAME)

“work-and-learn” program. A KY FAME student attends a KCTCS College FAME program at a sponsoring employer. A KY FAME student earns wage from their sponsor company; the employer pays one-half of program tuition. A KY FAME student graduates with an Associate of Applied Science degree in Industrial Maintenance Technology: Advanced Manufacturing Technology after five consecutive semesters.

Post-traditional adult students (often categorized as 25 and older) may not have earned a high school diploma or equivalency such as the GED. These students are provided an additional way to access postsecondary education. While earning their GED, students may also be co-enrolled in a short-term certificate programs of study at a KCTCS College in the career fields supported by the Work Ready Kentucky Scholarship (Advanced Manufacturing, Allied Health, Business and IT, Construction and Trades, and Logistics and Transportation). This program is called GED Plus. Skills U, the Adult Education program provider supported through the Kentucky Cabinet for Education and Workforce Development, employs a Career Navigator who provides the student with additional academic assistance in the KCTCS college coursework. The partner college provides a Success Coach to assist with college admissions and other processes. Once the student completes the GED and short-term certificate, they may go directly to work or enroll in college-level coursework at a KCTCS college.

KCTCS also guides students through a process to receive academic credit toward certificates and degrees by offering Credit for Prior Learning (CfPL). Students who have acquired and mastered skills through experiences such as (but not limited to) on-the-job training, military service, or business ownership, can apply to receive credit for the competencies they have acquired, and have that credit applied to their academic pathway. CfPL initiatives provide incentive for adult students to enter postsecondary programs and reduce the overall time-to-degree associated with college completion. Credit may be awarded through special examinations or a portfolio process.

- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

The vision and goals of the KDE, the KCTCS and the KWIB align the education systems to the needs of workforce to increase individuals' employability and workforce skills, including those of special populations.

The KDE's vision is that each and every student is empowered and equipped to pursue a successful future. The mission for the department is to partner with districts, schools, families, students, business and industry and communities to provide

leadership and support to ensure success for each and every student. The KDE's Office of Career and Technical Education and Student Transition goals are to increase acceleration opportunities for all students, including career pathways, articulated credit, dual credit, Advanced Placement (AP), industry certifications, and registered apprenticeship.

The mission of the KCTCS is to enhance the quality of life and the employability of the citizens of the Commonwealth by serving as the primary provider of college and workforce readiness, transfer education, and workforce education and training. KCTCS ensures that mission by providing academic and student support for all students, including those from special populations.

The mission of the KWIB is "to be a leader and catalyst in creating a comprehensive, customer-driven workforce development system that meets the changing needs of job seekers, incumbent workers and employers." Through data analysis, policy recommendations, and dialogue at the local, state, and regional levels, KWIB members serve as stewards of workforce development throughout the Commonwealth.

The KWIB goals are to engage employers in increasing a diversified workforce, encourage an alignment within P12, adult, and post-secondary education, and increase workforce participation by removing barriers for Kentuckians.

Post-secondary institution goals include increasing access and success for all students, particularly among traditionally underserved populations; developing clear pathways through all levels of postsecondary education with an emphasis on experiential learning that lead to successful employment outcomes for graduates; and aligning programs and curricula with the needs of employers to enhance the employability, job placement, and career development of graduates.

As partners, the statewide vision for KDE and KCTCS CTE is to provide educational opportunities for all populations that lead to fulfilling and rewarding careers and that engage employers in the development and deployment of those education pathways.

Brochures, posters and other printed material about CTE Programs will be presented to students in all Kentucky Middle Schools. These printed materials should include pictures of students engaged in the hands on training, the wide array of programs offered and be available at places that homeless families would visit such food banks, shelters, soup kitchens, health departments and pregnancy centers. Recruitment for CTE Programs should start at middle school to expose students to various career path opportunities.

Students entering high school should be presented with printed material outlining the various CTE Programs offered in their district. During Freshmen Orientation, students should have the opportunity to speak directly to CTE Program administrators/staff. Transfer students should be presented with CTE Programs

(printed material) offered upon enrollment. All students should be given current job market statistics with salaries students could expect to earn with CTE training.

Students experiencing homelessness often face challenges in accruing credits. Class offerings, methods of calculating credits, and graduation requirements can vary greatly across school districts. Students who change schools late in high school can suddenly find themselves in danger of not graduating due to differing class and credit requirements. Furthermore, high schools often have “seat time” rules that prevent youths from earning credits if they enter the district late in the semester or leave early. These various policies and requirements have a negative impact on youths whose homelessness forces them to change schools mid-year. The physical and mental stress caused by homelessness also affects students’ ability to earn credits. Many students experiencing homelessness, particularly unaccompanied homeless youths, must balance school with other pressing responsibilities, including the need to work to ensure their economic survival. Students may miss school due to employment obligations or moving, struggle to concentrate during in-school time or on school assignments and projects due to lack of sleep or concerns about meeting their basic needs, or be unable to complete assignments due to lack of a quiet place to study.

Unaccompanied homeless youths often face unique barriers in enrolling and succeeding in school. These barriers may include school attendance policies, credit accrual, and legal guardianship requirements. Without a parent or guardian to advocate for them and exercise parental rights, they may be denied enrollment and remain out of school for extended periods of time. Unaccompanied homeless youths also may not understand their educational rights or know how to acquire this information. Given their vulnerability to not graduating from high school on time or at all, special attention and support should be provided to this important subgroup of homeless youths.

Kentucky’s career and technical education programs help meet the state's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including existing and emerging in-demand industry sectors and occupations in a variety of ways. KDE and KCTCS work together to create pathways leading to employment in existing and emerging in-demand industry sectors and occupations as identified by the KWIB and the Kentucky Cabinet for Education and Workforce Development. As mentioned previously, both providers offer technical programs of study that fall into each of the five priority sectors.

Programs of study are offered to meet the strategic vision and set of goals for preparing an educated and skilled workforce (including special populations), and for meeting the skilled workforce needs of employers include; career and technical education coursework in pathways leading to credentials, articulated credit, dual credit coursework, pre-apprenticeships and apprenticeships, experiential learning opportunities, capstone coursework, assessments towards licensures, and KWIB-approved (and employer-demanded) certifications including nationally recognized

credentials. Registered apprenticeship and industry recognized programs may also include those offered through organized labor-offered programs and/or employers, and may be supported by KCTCS coursework.

- c. **Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

The KWIB has two sub-committees: 1) Employer Engagement; and 2) Education Attainment and Completion. Both committees work with education agencies to jointly plan, align, and coordinate the leveraging of funds between Kentucky’s CTE programs and programs of study with the State's workforce development system. Representatives from KDE and KCTCS attend these meetings to better understand KWIB initiatives. The KWIB provides support, such as certifying industry certifications for secondary providers to ensure alignment between credentials earned by high school graduates and those required by employers. These credentials are also considered by KCTCS colleges as they develop new and review existing technical programs. The KWIB also provides guidance and employer involvement in the implementation of statewide Perkins Leadership funds.

KDE and KCTCS partner with the KWIB and with local workforce investment boards (WIBs) and area development districts (ADDs) in planning efforts to ensure that career and technical programs offered are meeting the needs of business and industry in the region. In return, WIBs may focus funds to help meet student needs and provide assistance through out-of-school youth funds.

The most significant changes in the state to meet state strategic goals, will be made through the comprehensive needs assessment. The development of stronger regional partnerships will change the view of education across the Commonwealth. Districts, Area Technology Centers (ATCs) and postsecondary institutions will align programs of study to the needs of the area. These partnerships have the potential to identify gaps in programming that are aligned to high-demand occupations, as well as duplication of programming that may lead to oversaturation of the labor market. These partnerships help to guide such state-level programmatic decision making and also helps ensure appropriate leveraging of state funds towards various education initiatives.

To provide access to postsecondary education for secondary students within career pathways, these goals are partially supported by legislatively-designated funds through Dual Credit Scholarship (DCS) and Work Ready Kentucky Scholarship (WRKS) programs. The DCS was created under the Kentucky Revised Statute 164.786 and provides high school juniors and seniors who are ready for college-level coursework financial access to the dual credit program. The WRKS ensures all Kentuckians, who have not yet earned a postsecondary degree, have affordable access to an industry-recognized certificate, diploma, or Associate of Applied Science degree. The WRKS was created under Kentucky Revised Statutes 164.740-164.7891. It is available to high school students in grades 9-12 for dual credit in any technical education course within a career pathway approved by KDE and for adult college students in a program that leads to an industry-recognized certificate, diploma, or Associate of Applied Science degree in one of Kentucky's top five high-demand workforce sectors. Both scholarships promote industry certification opportunities and align programs to increase Kentuckian's knowledge for successful completion of assessments for industry certifications.

The KDE Office of Career and Technical Education and Student Transition is working with the agency's Title IV team to collaborate on professional development opportunities for administrators and school counselors that provide information on a well-rounded education for students. Shared information, workshops and trainings have included CTE programs of study, dual credit, and persistence to graduation strategies. KDE is also partnering with staff that represent the title programs in ESSA, the Individuals with Disabilities Education Act (IDEA) and Perkins to conduct consolidated risk-based monitoring of schools and districts. The on-site monitoring visits demonstrate to the districts how such programs can work together to provide alignment and coordination of funds and goals.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for purposes under section 124 of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

Kentucky will meet the four required areas within the law for state leadership funds. The state will arrange summer camps for students in non-traditional occupational areas; continue to develop teachers through the NTI; provide funds to the Department of Corrections for CTE students in correctional institutions, Kentucky School for the Blind and the Kentucky School for the Deaf and the Department for Juvenile Justice; and offer technical assistance for eligible recipients.

For the permissible uses of state leadership funds, all project proposals will be approved by the KWIB. Projects will include activities that address professional development, curriculum, technical assistance and assessment. Approved projects must align to the KWIB strategic goals and priorities.

2. Implementing Career and Technical Education Programs and Programs of Study

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

The KWIB and local WIB's determine sectors of need through their strategic planning processes. Schools and colleges utilize LMI data to determine new programs of study and continuation of current programs. Stackable credentials within programs are developed at both the secondary and postsecondary level.

During the transition year, the KDE Office of Career and Technical Education and Student Transition (OCTEST) worked with the KCTCS to create 28 model pathways for the most in-demand technical programs across the state. These models are the preferred course sequence for high school students to allow seamless entry into various KCTCS Associate in Applied Science (AAS) degrees upon high school graduation; however, colleges and school districts may develop alternative models based on local needs and the availability to teach a course(s) for dual credit.

Kentucky's programs of study include a non-duplicative series of courses that span secondary and postsecondary, have multiple entry and exit points, and culminate in a diploma, credential and/or degree. For secondary students, the programs of study shall lead to industry certifications and ultimately to high-skill, high-wage, and in-demand employment and may also integrate work-based learning and dual credit opportunities.

While the KDE and the KCTCS work together to ensure a path from secondary to postsecondary education leading to certificates, diplomas, and degrees, KCTCS colleges also provide a variety of pathways for adult students to attain postsecondary education, leading to better career opportunities. KCTCS also works with the Department of Labor Job Corps Centers to provide opportunities for Job Corps students to earn certificates, diplomas, and degrees.

The recent high school graduate or adult student may earn a short-term certificate (which may or may not include a nationally recognized certification) and leaves to enter the workforce. The student may then choose to return to college to earn additional, stackable certificates that lead to the Associate in Applied Science degree. Students may exit the pathway after each credential earned.

The student may enter a program of study that includes a Registered Apprenticeship through an organized labor-offered program, through an employer-provided or sponsored program, or with an employer through an intermediary. The program includes appropriate education and training hours as well as on the job training which may be provided through the organized labor, secondary and postsecondary institutions, or other employers.

(Also see information in question 1.)

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

The KDE invests resources to develop, maintain and continually improve career pathways. This is necessary, because local requests have statewide impact, requiring on-going support.

New programs of study for secondary education are created and adopted based upon:

- specialized needs of business and industry;
- innovative concepts that support industry and economic development opportunities for Kentucky; and
- labor market information (LMI).

New programs of study requests at the secondary level must be supported by the following information from the districts/schools and submitted to KDE:

- scope of proposed pathway;
- labor market information (LMI); and
- local, regional and/or state employer demand.

The process for these requests will involve the following stages:

Stage 1 - Research

- New programs of study requests received from local school districts, Kentucky Workforce Innovation Board, business and industry, etc.
- Conduct needs assessment based on regional and state LMI
- Obtain feedback/support from business and industry to determine needs for specific occupations (cf. SOC codes)

Stage 2 - Approval

- Identification of pathway name, hierarchy and CIP code based on National Center for Education Statistics

Stage 3 – Business and Education Alignment Taskforce (BEAT)

- Identification or development of pathway standards
- Discuss potential or existing dual and/or articulated credit opportunities

Stage 4 – Curriculum Writing Team

- Course content development and alignment to standards
- Identification of work-based learning opportunities
- Link to career and technical student organization opportunities
- Identify facilities and equipment needs

Stage 5 – Pilot Preparation

- Develop and provide related training and professional development materials for pathway implementation

Stage 6 – Communication and Launch

- Publish programs of study
- Communicate program of study pilot

Stage 7 – Pilot Program of Study

- Pilot initial pathway courses prior to full implementation

Stage 8 – Full Implementation

- Assessment of preparatory students with CTE End of Program Assessment or KWIB Approved Industry Certification
- On-going evaluation and refinement of program of study

Local secondary applicants are required to provide answers to the following questions:

- Briefly explain why this program of study should be created and is not met by existing programs of study.

- Identify which of the sixteen (16) career clusters the new program of study supports.
- What skill sets and credentials will students develop by completing this program of study?
- What job duties will students be able to perform as a result of completing this program of study?
- What job/career titles are related to this program of study?

Each created program of study is required to have local labor market information and economic needs assessments, as well as letters of support from regional employers outlining the need for such a pathway in the area. The request will also require information from the regional career centers and the district office for Economic Development. The program of study must lead to an approved industry certification or an end-of-program assessment that leads to articulated postsecondary credit.

State program advisory committees, comprised of business, industry, postsecondary and other agency partners, meet annually to review and recommend appropriate changes to secondary programs of study. This work is focused on reviewing appropriate industry standards to ensure alignment to workforce priorities. These committees are also tasked with determining, when appropriate, to phase out particular programs of study that no longer align to the needs of industry. Since 2016, this work has led to the phasing out of over 53 programs of study at the state level.

Both KDE and KCTCS have curriculum experts/consultants that coordinate the various curriculum pathways to ensure consistency across school districts and community colleges. These consultants also work together to develop CTE pathways or programs of study. The 28 state approved programs of study develop a sequence of ten (10) courses to maximize the state's Work Ready Kentucky Dual Credit scholarship and the Dual Credit scholarship for high school students. Most pathways will generate at least one entry-level certificate after four (4) courses and provides seamless transition from high school to postsecondary.

Developing new programs of study at the postsecondary level requires each of the colleges to go through a program approval process. Institutions seeking approval to offer instruction must demonstrate that institutional and program standards have been met and the program meets workforce needs. Programs must also note the inclusion of employability skills within the curriculum. For KCTCS, programs are approved by the Board of Regents and require approval by its accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges.

In developing new programs, KCTCS colleges rely on input from Area Development Districts, Kentucky Career Centers, the Kentucky Workforce Innovation Board, regional economic development organizations, local Chambers of Commerce, college

program advisory boards, and college boards of directors. Additionally, information from the Perkins V Needs Assessment process will help inform development and retention of technical programs.

Academic leadership uses LMI data and other data sources to determine and validate current and projected needs. Needs are also validated through student demand. Programs of study must meet guidelines set forth by Kentucky's higher education coordinating body, the Council on Postsecondary Education (CPE). Colleges must document employer support for the new program and must show employer participation in program development.

Programs of study are reviewed regularly by statewide KCTCS curriculum committees led by technical program coordinators and CTE faculty and local college program advisory committees with industry representation to ensure continued need. Programs no longer offering graduates employment upon completion or no longer needed by industry, are removed from the program inventory.

The regional universities also must go through a program approval process. Student demand statistics and faculty capacity justifications must be provided. An evaluation of costs must be conducted. Before the program moves forward, the other state institutions have the opportunity to challenge the program as duplicative. Once the review is completed, the path forward is through the university academic approval process and final approval from the CPE.

Both KDE and KCTCS make programs available to special populations. KCTCS colleges offer disability support services; access to mental health counseling; Veterans services; coordination with social services agencies for housing, childcare and transportation; special scholarships for students from foster care; and other services supporting special populations. In partnership with the state's vocational rehabilitation services, each college has a pre-employment and transitions specialist, who work with high school students and adults with disabilities to coordinate access to education and employment.

i. promote continuous improvement in academic achievement and technical skill attainment;

Eligible recipients for Perkins funds will develop a local application based on a consolidated comprehensive needs assessment that will address community and educational needs of the regional partnership. Each district, area technology center and regional KCTCS college will come together to develop one plan for the regional partnership that guarantees the workforce needs in the community are being met. The plans will require that recipients address how the academic elements of the programs of study will be strengthened through the integration of career and technical components and ensure that determined outcomes are being met. Secondary and postsecondary institutions will be implementing programs of study that are aligned to industry standards, leading to an industry-recognized certification or college credit.

Additionally, the KDE Office of Career and Technical Education and Student Transition has set specific annual goals based on the Perkins performance indicators, to ensure that eligible recipients are monitoring growth. These goals are part of the recipient's application, which asks them to detail actions that have been taken that enabled the district to meet the goal or to develop an improvement plan to assist with meeting the goal.

In order to ensure that eligible recipients are promoting academic and technical achievement, the KDE Office of Career and Technical Education and Student Transition monitors eligible recipients through a risk-based analysis according to requirements in the Uniform Grant Guidance (UGG) under EDGAR. This process involves the use of data-driven tools to select recipients for a face-to-face monitoring visits. The visit provides the department an opportunity to provide technical assistance, as needed.

Additionally, the KDE also conducts Continuous Improvement Visits (CIVs) annually to CTE schools and programs that are identified as the lowest performing based on a variety of performance data indicators. These indicators include, but are not limited to, the state's transition readiness accountability measures, program enrollment and Perkins performance indicators. These visits allow state staff to assist local program and schools in developing program/school improvement plans and additional, targeted technical assistance.

In order to promote continuous improvement in academic achievement and technical skill attainment, KCTCS faculty and staff align technical program content and identify end-of-program assessments that meet business and industry standards. This process requires continuous evaluation, due to the changing needs of industry partners and updates in technology and equipment. Faculty and administration utilize this assessment data to aid in the measurement of student attainment of career and technical skill proficiencies, program content, and pedagogy. Each program of study seeks to ensure graduates meet the needs of industry and reviews those needs in partnership with program industry advisory committees. While KCTCS programs are reviewed on a regular cycle by the Kentucky CPE, KCTCS is working with the council on a third-party validation process regarding the inclusion of employability skills in the curriculum.

ii. expand access to career and technical education for special populations;

Special population representatives are required to engage in the CLNA process. Each recipient will be required to address high-skill, high-wage and in-demand occupations for all students, including special populations. The groups will address the need to expand courses and programs in their area to meet the identified workforce needs. Each secondary recipient is required to have a system that leads the student to an individual learning plan. Early career exploration for all students, beginning as early as the fifth grade, will ensure that the special populations have equal access to and ability to participate in CTE programs.

KCTCS colleges and regional universities provide support services to special populations and work with state services, such as Vocational Rehabilitation, to ensure access to postsecondary education when the student meets program entry admission standards. Technical certification of fewer than 18 credit hours have few admissions requirements. Colleges meet American Disabilities Act (ADA) requirements and the Office for Disability Services work with students, as requested.

KCTCS colleges offer disability support services, access to mental health counseling, veterans services, and coordination with social services agencies for housing, childcare and transportation, special scholarships for students from foster care, and other services supporting special populations. In partnership with the state's Vocational Rehabilitation services, each college has a Pre-Employment and Transitions Specialist, who works with high school students and adults with disabilities to coordinate access to education and employment.

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

In Kentucky, legislation (KRS 158.645) has been passed for standards of essential (employability) skills identified by business and industry, which requires that schools provide instruction for all secondary students, ending with a seal or credential which validates competency of these essential skills. Additionally, the state-developed programs of study include both employability standards, as well as foundational academic and technical standards.

KCTCS colleges and regional universities include employability skills through various program curricula. Inclusion of general education courses within the AAS curriculum provides instruction in such skills as writing, reading, critical thinking and other employability skills. Each program of study seeks to ensure graduates meet the needs of industry and reviews those needs in partnership with the program industry advisory committees. While programs are reviewed on a regular cycle by the Kentucky CPE, KCTCS is working with the council on a third-party validation process regarding the inclusion of employability skills in the curriculum.

- c. Describe how the eligible agency will—**
 - i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**

The KDE annually publishes all approved programs of study on the Department's website at the following link: <https://education.ky.gov/CTE/ctepa/Pages/default.aspx>. Districts are notified when the new document is released each year. To ensure equitable access by all users, the documents on the website are 508 compliant.

The dual credit pathways developed by KCTCS are available on the KCTCS dual credit website at <https://kctcs.edu/dual-credit/pathways/index.aspx>. This website assists college dual credit coordinators and other staff with clearly communicating available pathways to students, parents, high school counselors and other school personnel, as well as to those who might be assisting students in choosing career pathways. The pathways are also communicated to students, parents, and educators via printed brochures, flyers and social media. College dual credit coordinators, faculty, staff, and administrators help communicate information through public relations messaging, orientations, one-on-one advising, public meetings, and other methods.

KCTCS is developing a guide for students and parents, as well as another for high school counselors and administrators, which will include information on the various career pathways. The main message for all pathways is, *Make Every Credit Count!* The goal is to help parents, students, advisors and instructors understand that students should enroll in dual credit courses that have value and count towards their postsecondary plans. Students have several options after high school, including enrolling in a two- or four-year institution, pursuing an apprenticeship, and starting work. It is important that each dual credit course taken counts toward their goal; thus, the pathways are intended to help educate students on what courses they should take based on such goals.

Information on the KDE and KCTCS approved programs of study and career pathways is disseminated through numerous sources such as:

- webinars for school staff;
- regional trainings and workshops;
- KDE Commissioner's weekly e-mail to superintendents;
- web pages available to the public (secondary and postsecondary);
- KACTE summer CTE conference for P-20 educators;
- social media pages and feeds by school, college, KDE and KCTCS;
- the *Kentucky Teacher* newsletter;
- the State Counselors newsletter;
- communication to CTE district contacts;
- district and college catalogs and view-books, flyers and other printed media;
- and
- local career fairs.

The information is provided at the secondary and postsecondary levels to all community members, including special populations.

KRS 158.6459 requires that all students in grades 6-12 receive annual career

exploration and advising via an individual learning plan. Recent changes to this legislation allow for more district autonomy in how they design such programs for students. The ILP is intended to allow for:

- finding careers that match their skills and interests
- creating education plans;
- establishing personal goals and revisiting these as they progress through school;
- creating, maintaining and changing resumes;
- tracking and reflecting on their community services experiences, work experiences, career-planning activities, and extra-curricular and organization activities;
- exploring colleges and postsecondary opportunities that match their career, postsecondary and life goals;
- connecting to the KHEAA.org (Kentucky Higher Education Assistance Authority) Web site for help with college planning, tuition assistance information and applications; and
- collecting personal information like assessment results, advising activities, demographic information and educational history.

Extensive training opportunities are provided in-person (regionally) and virtually to provide local education agencies with implementation support. The KDE's website also includes many resources and tools that support the ILP process at a local level.

The KDE has also developed new K-12 Career Studies state standards. The standards consist of three (3) domains: Essential Skills, Careers, and Financial Literacy. Each domain within the standards outline what a student should know and be able to do independently by the end of each grade band (K-3, 4-5, 6-8 and 9-12), which provides a K-12 continuum and sequential framework for instruction.

KCTCS provides information on its programs of study through its student-facing website at <https://kctcs.edu>, as well as the 16 individual college websites which highlight programs of study. Information on the GED Plus program may be found online at <https://gedplusky.org/>. Information on the KY FAME program may be found at <http://kyfame.com/>. Information on various apprenticeships may be found through the Cabinet for Education and Workforce Development's website at <https://educationcabinet.ky.gov/Initiatives/apprenticeship/Pages/default.aspx>,

KCTCS also markets its programs by college via social media (Facebook, Twitter, and Instagram), printed materials such as the KCTCS Catalog, Viewbooks for each college, mailers, and other materials. TV and radio advertising are also utilized.

KCTCS colleges have recruiters who visit high schools, along with dual credit coordinators, to ensure students are aware of various pathways and programs of study. Recruiters also visit places of employment and social service agencies to reach out to various adult populations.

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

Career pathways are developed, implemented, and improved in partnership among secondary and postsecondary institutions, as well as business and industry. Pathways are available to all students, including adult learners, including special populations, and are designed to lead to rewarding careers. Work teams consisting of secondary teachers, agency staff, community and technical college faculty, university faculty, and business and industry representatives use a curriculum template to align curriculum in career clusters being developed and implemented. Information from the Perkins V Needs Assessment process will help inform the development of technical programs.

A joint curriculum committee, consisting of both secondary and postsecondary teachers from the specific program and business and industry representatives from that employment sector, develops, reviews, revises and/or aligns course content on a regular basis.

Programs consist of non-duplicative course sequences that include coherent and rigorous academic and technical content needed for the occupation. The integration of academic content into technical instruction occurs as joint instructional activities are developed between academic and technical instructors at both the secondary and postsecondary levels. Workshops will be provided to assist academic and technical teachers in jointly developing instructional materials and implementing instructional strategies that challenge students to apply academic content in a technical setting.

The programs of study, particularly for adult learners and special population students, include multiple entry and exit points, some with stackable certificates within a degree program. Eligible recipients participate in local program advisory committees as well as in the Perkins V needs assessment process and inform the curriculum development process.

Kentucky will utilize a small portion of reserve funds to continue incentivizing regional partnerships among secondary, postsecondary and industry leaders. The focus of the incentives will be the continued scaling of all-day career academies that are aligned to the state's most in-demand sectors and occupations through the offering of one competitive planning grant per year, as well as smaller implementation grants for the sustainability of new and innovative academy practices.

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

Kentucky is fortunate to have one of the strongest and most well-known longitudinal database systems in the country. Known as KYSTATS, this interactive system utilizes real-time data to produce state-level and customized reports for a variety of education and workforce-related initiatives and priorities. These reports can also be filtered to the regional, local WIB and even county levels. In recent years, KYSTATS has been identified as the state's authoritative source for all labor market information (LMI); thus, the KDE and other partners rely heavily on its information.

Kentucky is also unique in the utilization of its Technical Education Data System (TEDS), which is used for capturing all secondary and postsecondary CTE data. This allows the state to produce customized and ad-hoc reports related to CTE participants, enrollments by program and progress toward completion of programs of study. TEDS is also utilized to capture performance data and also connects to other student information systems at the state level, including Infinite Campus and KYSTATS. This allows for longitudinal studies to be conducted on CTE participants.

The KDE Office of Career and Technical Education and Student Transition uses the data from KYSTATS to align all secondary programs of study to either the top five industry sectors identified by the KWIB, or to the supporting occupations aligned to the sectors. The supporting occupations are identified as, but not limited to, areas such as education, childcare, farming, and law and public services.

KCTCS utilizes the Occupational Outlooks and Occupational Wage files as produced by the KYSTATS in combination with other resources such as: real-time job postings from Burning Glass, credentials awarded as reported to the National Center for Education Statistics through Integrated Postsecondary Education Data System (IPED), and outcomes of our own graduates, to produce a program alignment tool to ensure we meet the needs of our communities. In addition, credentials in STEM+H, high-wage and high-demand occupations, and targeted industry sectors are highlighted and monitored due to their inclusion with the state's performance-based funding for KCTCS.

The Economic Modeling Specialist Inc. (EMSI) Analyst program provides KCTCS colleges employment, wage, and demographic data down to the zip code level regarding labor supply, occupational details and training. EMSI utilizes real time labor market data to assess supply and demand for CTE programs, assisting colleges in determining local needs and analyzing the need for continuing programs.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Kentucky provides annual professional development for K-12 teachers, as well as college faculty and staff, on ensuring equal access to CTE programs for all students. As required by law, Kentucky ensures all students will not be discriminated against

based on economic need, disability, gender, sexual orientation, age and/or color. Kentucky utilizes a variety of data strategies (i.e., heat maps, performance and longitudinal reports) to provide local recipients with information related to sub-population performance, access to high-demand programming, etc. This is aimed at helping to ensure that local recipients have the resources necessary to address equity and access gaps.

KCTCS has two (2) special programs supporting veterans: (Also see information on support services in 4. B. ii)

Elizabethtown Community and Technical College (ECTC) and Ft. Knox have entered into a Career Skills Program (CSP) partnership to provide postsecondary training to any soldier in the United States Army who is interested in a career in the field of advanced manufacturing. The CSP allows a soldier to receive up to six months of training as they transition to civilian life. ECTC is the only approved location in the United States for training in advanced manufacturing fields such as industrial maintenance, electricity, robotics and automation, computer-aided drafting and design, and electronics engineering technology.

In its Veterans Accelerated Learning for Licensed Occupations initiative, or VALLO programs, KCTCS staff work to increase and expedite attainment of state occupational licenses by veterans. Staff accomplish this by identifying gaps between military education and training in specific military occupations as compared to the education required for related licensed civilian occupations. They then work with program faculty to identify instances in which KCTCS programs can waive required courses by awarding credit for military training or by giving veterans advanced standing within an existing training program as a bridge to the degree.

- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**

The KWIB has two sub-committees; 1) Employer Engagement and 2) Education Attainment and Completion. Both committees work with KDE and KCTCS to jointly plan, align, and coordinate the leveraging of funds between Kentucky's CTE programs and programs of study with the state's workforce development system. Representatives from KDE and KCTCS attend these meetings to better understand KWIB initiatives and discuss current and future partnerships. The KWIB provides support to the education system in many ways, such as through the certifying of credentials for P-12 providers to ensure alignment between credentials earned by high school graduates and those required by employers. These credentials are also considered by KCTCS colleges as they develop new and review existing technical programs. The KWIB also provides guidance and employer involvement in the implementation of the state-wide Perkins leadership funds.

The KWIB and local WIBs determine sectors of need through their strategic planning processes. Schools and colleges work with this guidance using LMI data to determine new programs of study and continuing need for current programs. Stackable credentials within programs are recognized at both the secondary and postsecondary level.

Also see question B(2)(c).

- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities;**

KDE Office of Career and Technical Education and Student Transition has developed and provided a Work-Based Learning Manual for use by all secondary schools. The manual addresses the nine different types of work-based learning (job shadowing, mentoring, student enterprises, internships, etc.), outlines administrative regulations and federal laws that impact work-based learning experiences, and provides guidelines and required documentation for activities in all nine areas.

As mentioned previously, the KDE Office of Career and Technical Education and Student Transition also administers the Tech Ready Apprentices for Careers in Kentucky (TRACK) program. The program allows employers across the state to develop registered youth apprenticeships, in partnership with local CTE programs. The employers have the autonomy to design the program to fit their specific needs by identifying the specific course sequences and competencies for the students. TRACK pathways include many of the traditional apprenticeship areas, such as manufacturing and construction, but the program has expanded into more non-traditional workforce sectors, such as healthcare, information technology, insurance and early childhood education. Kentucky's program has been spotlighted nationally on many occasions as a leading youth apprenticeship model.

KCTCS offers a variety of work-based learning opportunities within its technical programs for high school and adult students. Dependent on the program, these may include internships, clinicals, cooperative work experiences, and apprenticeships. Programs are led by local employer chapters, in partnership with their local community and technical college.

Other examples of hands-on, inquiry-based program of study include these examples from three KCTCS Colleges:

SKY FLEX – Faculty blended learning to increase accessibility and quality of programs. They created videos for online coursework, so students only have to be on

campus for half of their class time. Students must show a competency before taking the exam. Faculty use virtual simulations rather than labs. Program may be used for adult or dual credit students.

Advanced Integrative Manufacturing program provides flexible on-site scheduling of laboratory course work and online delivery of instructional course work, providing students flexibility, to complete their degree.

The Tech X multi-craft technology program includes Gas Welder, Arc Cutter, Production Line Welder and Forklift Operator Certificates. Classes are designed according to project-based coursework. Participants work independently and in teams with problem-based scenarios related to the manufacturing processes.

The student may enter a program of study that includes a registered apprenticeship through an organized labor-offered program, through an employer-provided or sponsored program, or with an employer through an intermediary. The program includes appropriate education and training hours as well as on the job training, which may be provided through organized labor, secondary and postsecondary institutions, or other employers.

(Also see information on KY FAME in question 1.)

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

Through a collaborative process, the KDE Office of Career and Technical Education and Student Transition developed a career readiness program identified for students that meet the criteria for alternate assessment. The program has a sequence of four (4) courses, which lead to a Career Work Experience Certification. The courses are designed to provide equal access activities, such as learning in the workplace, work experience, development of leadership skills and other employability skills. Additionally, the KDE has worked extensively with the Kentucky School for the Blind (KSB) and the Kentucky School for the Deaf (KSD) to expand access to CTE programming that meets the unique needs of the students enrolled.

Additionally, the state's Area Technology Centers offer summer career camps for non-traditional students as a method of early career exploration. The camps are structured to introduce middle school and rising high school students to non-traditional career opportunities. The camps are open to all students. The camp participants meet with postsecondary institutions and businesses to discuss career options. Most sites also partner with local school districts to provide transportation and meals. Students hear from guest speakers such as female welders, female construction workers, male nurses, etc. Students participate in

hands-on activities and learning labs in program areas such as welding, CAD, medical nurse aide, and engineering.

Consistent, timely collaboration and communication occurs between school personnel, families and students related to the recruitment, application, selection, placement and service delivery for students with disabilities in CTE pathways.

Individuals who are members of special populations are provided equal access under Perkins V by providing modified lessons and accommodations. Students who receive assessment accommodations based on their high school Individual Education Program (IEP), 504 Plan or Program Services Plan (PSP), with appropriate documentation in Infinite Campus (IC) prior to testing, may utilize the accommodations for the Career and Technical Education End-of-Program (CTE EOP) assessment, TRACK Carpentry or TRACK Electrical assessments. Student testing accommodations must be provided in accordance with the Administrative Code for Kentucky's Educational Assessment Program and Inclusion of Special Populations regulation trainings. Families are provided with brochures and if appropriate an Admission and Release Committee (ARC) is held where strengths and weaknesses are discussed and a plan for training and employment is discussed. Usually a representative from the Office of Vocational Rehabilitation, a state agency which assists Kentuckians with disabilities with employment opportunities, is invited to the ARC. Depending on the needs of the student, an individual learning plan is developed which is guided by the student's employment goal.

Foster children in Kentucky are required to participate in an independent living program with the Cabinet for Health and Family Services or the private childcare foster agency in which they are placed. One portion of the program is related to careers and the successful career skills needed for successful employment. KCTCS colleges provide special scholarship funds covering tuition for foster children and supporting access to any program of study at a KCTCS college.

KCTCS colleges provide access to support services to special populations and work with state services such as Vocational Rehabilitation to ensure access to postsecondary education when the student meets program entry admission standards. Technical certification of fewer than 18 credit hours have few admissions requirements. Colleges meet American Disabilities Act (ADA) requirements and the Office for Disability Services work with students as requested. In partnership with the state's Vocational Rehabilitation services, each college has a pre-employment and transitions specialist, who works with high school students and adults with disabilities to coordinate access to education and employment and helps develop processes to reduce performance gaps.

In its Veterans Accelerated Learning for Licensed Occupations initiative, or VALLO programs, KCTCS staff work to increase and expedite attainment of state occupational licenses by veterans. Staff accomplish this by identifying gaps

between military education and training in specific military occupations as compared to the education required for related licensed civilian occupations. They then work with program faculty to identify instances in which KCTCS programs can waive required courses by awarding credit for military training or by giving veterans advanced standing within an existing training program as a bridge to the degree.

- d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

Kentucky high school students may participate in a wide range of dual credit courses throughout high school. In the most recent school year, KCTCS offered more than 700 unique courses for dual credit across the state, with approximately 2/3 of the courses in CTE.

In partnership with KDE, KCTCS colleges provide multiple ways for high school students to enter their chosen career pathway. Students in high school may earn college credit in several ways. Students may earn dual credit (each class provides credit towards both a college credential and high school graduation) or be considered dual enrollment students. KCTCS colleges charge dual credit students only a portion of regular college tuition, which can then be covered by a state-funded scholarship.

KDE and KCTCS collaborate to provide high school students with seamless dual credit model pathways for the most in-demand technical programs by utilizing the state's two dual credit scholarships, Work Ready Kentucky Dual Credit Scholarship (WRDCS) and Dual Credit Scholarship (DCS). All Kentucky high school students are eligible to receive two approved dual credit courses per year of career and technical education offerings within a career pathway approved by KDE per academic year for the Work Ready Dual Credit Scholarships. Each year, high school juniors and seniors are also eligible for a total of two approved dual credit courses within a program of study approved by KDE using the Kentucky Dual Credit Scholarships. To maximize these scholarships, the model program of study identifies a sequence of ten courses that will help them earn up to a year of the Associate of Applied Science Degree while still enrolled in high school. Students who do not meet the college readiness benchmarks to enroll in dual credit courses can work on the corresponding high school courses in that program until they are college ready and can start the course sequence at that time. Templates have been developed to show students, parents and high school counselors the pathways, and a guide will be developed to help local school districts partner with their local community and technical college to develop their own programs of study to meet local needs.

Kentucky's processes articulate transfer coursework and programs from secondary CTE to postsecondary, postsecondary CTE certificates to degrees, and associate degrees to bachelors' degrees. These pathways serve secondary students, traditional-

age college students and returning adults. Students in postsecondary CTE can enter from articulated pathways in secondary, enter independently of their secondary programs, or enter as adult learners into certificate and degree pathways.

More than half of the 16 KCTCS colleges offer an early college high school program, where the student can earn their Associate degree during their junior and senior years. Most of the courses in the early college program are eligible for dual credit, meaning students can earn their Associate degree through scholarships and the reduced tuition rate.

An example of Early College: beginning in 2019-2020, KCTCS's Hazard Community and Technical College partnered with Perry County Public Schools to begin a "K-TECH," a dual credit high school which provides a technical program of study beginning in the 9th grade and continuing with an apprenticeship so the student ends the program with a two-year degree and two years of apprenticeship with an employer in health career or computer science. This model is being considered at other KCTCS colleges.

- e. **Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)**

Career pathways are developed, implemented, and improved in partnerships among secondary and postsecondary institutions, as well as business and industry. Pathways are available to all students, including adult learners, and are designed to lead to rewarding careers. Work teams consisting of secondary teachers, agency staff, community and technical college faculty, university faculty, parents and business and industry representatives use a standardized template to align curriculum in the career clusters being developed and implemented. Information from the Perkins V Needs Assessment process, which involves representatives from special populations, will help inform the development of technical programs.

A joint curriculum committee (consisting of both secondary and postsecondary teachers from the specific program, as well as business and industry representatives from that employment sector) develops, reviews, revises and/or aligns course content on a regular basis.

- f. **Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.**

See Appendix B

- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 3 for the requirements of the comprehensive local needs assessment under section 134(c) of Perkins V.**

See Appendix B

- h. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

Size: To identify size, the KDE definition is one (1) complete program of study in the program area offered in the school. If a school has more than one program area, then each area will need at least one (1) complete program of study. The program of study will be aligned to the academic needs and the multiple entry and exit points to allow for continuing education.

Scope: The programs of study lead to industry-recognized certifications, articulated college credit and will link to dual credit opportunities for students and/or work-based learning. Dual credit may be in the academic or technical courses of the POS. Work-based learning should include areas outlined in Kentucky’s Work-Based Learning Manual.

Quality:

Secondary programs shall meet the following indicators:

- *be of sufficient size, which offer a sequence of four or more earned technical credits;*
- *have a postsecondary connection through dual enrollment, dual credit, current agreement for a program of study and/or current local articulation agreement approved by the lead administrators of KDE and postsecondary institutions, or leads to KDE-approved industry recognized certifications;*
- *have an active advisory panel;*
- *have a certified and appropriately endorsed teacher;*
- *have a co-curricular career and technical student organization (CTSO) that provides students the opportunity to engage in leadership development activities (beginning in the 2021-22 academic year); and*
- *be supported by current labor market data.*

Postsecondary programs shall meet the following indicators:

- *lead to a post-secondary credential(s) that is industry recognized and supported by current labor market data and/or local needs assessment;*

- *include career pathway progressions from secondary to postsecondary to employment or transfer; and*
- *have an active advisory panel.*

3. Meeting the Needs of Special Populations

- a. **Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—**
 - i. **will be provided with equal access to activities assisted under this Act;**

Through KDE’s NTI program, new CTE teachers are being trained regarding special populations and transition readiness. These teachers are also provided mentors which assist them with access and opportunity for special populations in the CTE programs. In addition, students who are identified with severe disabilities and who receive an alternate diploma may receive a career work experience certification.

State-wide WIOA Pre-Employment Transitions Services contractors/service providers from the KCTCS colleges deliver five categories of services to students ages 14-21 with IEPs and who are 504 eligible: (1) job exploration counseling; (2) work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible; (3) counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs at institutions of higher education; (4) workplace readiness training to develop social skills and independent living; and (5) instruction in self-advocacy, which may include peer mentoring.

Coordinators use the WIOA Focus Career system to help students with labor market data research on available jobs, resume building, interview skills, etc.

Both KDE and KCTCS make programs available to special populations. These services help provide equal access to activities supported under this Act. (Also see information on support services in 4. B. ii)

- ii. **will not be discriminated against on the basis of status as a member of a special population;**

The state of Kentucky prohibits discrimination under the Non-discrimination under The Age Discrimination Act of 1975, Title I of the ADA, Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, and Title IX of the Education Amendments of 1972.

See Above

- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;**

The state of Kentucky has developed innovative programs such as the New Skills for Youth Regional Academies, non-traditional career opportunities, new graduation requirements, and the New Teacher Induction. Kentucky has also adopted legislation for dual credit within career and technical education, as well as work ready scholarship opportunities for adults. The state of Kentucky's educational agencies is committed to partnering with business and industry regarding employment needs for high-skill, high-wage and in-demand industry occupations.

KCTCS colleges provide intensive case management and work study opportunities to assist low-income custodial parents who are eligible for the KY Transitional Assistance Program (KTAP) to transition into KCTCS colleges or gain employment skills training. Two of the KCTCS Colleges are piloting the engagement of Kentucky's Supplemental Nutrition Assistance Program (SNAP) Food Stamp clients in employment and training services.

KCTCS works with various special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations. Dependent on college and program readiness indicators, individuals may access a variety of technical programs. Special accommodations and provisions are available for individuals with low skill levels, including additional support and access to special programs. Disability support services are available as needed, as well as academic and career counseling. And specific programs for veterans, incarcerated students, and other special populations are made available.

A major priority of the comprehensive local needs assessment (CLNA) process is to identify and address equity gaps in access to, performance in and completion of high-demand CTE programs of study. Kentucky requires an in-depth root-cause analysis by all eligible recipients as part of the CLNA process. Applicants must identify at least one gap group, barriers that are preventing success and an improvement plan that addresses such findings. From a state level, the KDE has provided many resources and opportunities for technical assistance that may guide eligible recipients throughout this process. Such supports include data analysis trainings, state and local data reports, interactive data systems and extensive professional learning opportunities for school counselors and administrators. New state policy has also been enacted related to minimum high school graduation requirements that is aimed at addressing performance gaps and better meeting the needs of individual students, based on their chosen career path.

- iv. will be provided with appropriate accommodations;**

For KDE, Infinite Campus (IC) is the authoritative source for accommodations for public education. It ensures Individual Education Plans (IEPs), 504 Plans and PSPs in Infinite Campus document all accommodations required for students with special needs. Such accommodations include, but are not limited to, the following:

- Large Print: Students can increase font size for large print by holding the Ctrl key and pressing the + key.
- Readers: Accommodations for readers will be handled locally by having readers read from the student computer screen or connecting a second monitor to the computer to read the assessment. The reader-to-student ratio must be a one-to-one. While not supported by Tiered Fidelity Inventory (TFI), some schools have successfully used assistive technology screen reader software (e.g., Non Visual Desktop Access (NVDA) or Read and Write Gold) to meet special needs for readers.
- Extended Time: This will be added to a student test account based on student information in Infinite Campus. Test Coordinators should review student test tickets prior to testing to ensure extended time accommodations are accurate. Once the student logs into their account and begins the assessment, the timer begins to run down until the student completes the assessment and submits for grading or time expires.
- Accommodations data is captured in IC and utilized to indicate extended time accommodations. IEPs with extended time accommodations and 504 Plans are pulled from IC; however, extended time accommodation for PSPs must be requested. Test coordinators should verify extended time accuracy prior to testing and request any necessary changes. Also, test administrators should verify the student's time is accurate upon log in to their test account. If there is a problem, contact Office of Career and Technical Education and Student Transition (OCTEST) for assistance.

Student testing accommodations must be provided in accordance with the Administration Code for Kentucky's Educational Assessment Program and Inclusion of Special Populations regulation trainings.

The postsecondary institutions offer appropriate disability support services and accommodations, including access to American Sign Language interpreters, readers, assistive technology, extra time on task, access to mental health counseling, and more. Professional development on serving students with disabilities is provide to faculty. College facilities are ADA-compliant.

KCTCS delivered pre-employment and transition services including the "Next Up" curriculum, a web-based curriculum which includes video lessons to build pre-employment, on-the-job and independent living skills. These services also include access to the web-based *Am I Job Ready* curriculum, to develop students' critical soft

skills. The KCTCS Pre-ETS services also include access to www.virtualjobshadow.com, a unique video-based career-planning platform. The interactive *Virtual Job Shadow* tool helps students and job seekers develop career paths based on informed choices, rather than chance. The job shadowing and career advice videos take career exploration to the next level by connecting academics to the real world.

- v. **will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

Kentucky administers work-based learning opportunities according to 705 KAR 4:041, the Kentucky Administrative Regulation that guides work-based learning program standards. Incorporated by reference into this Kentucky Administrative Regulation is the *Kentucky Work-Based Learning Manual*, which addresses the entire spectrum of work-based learning opportunities for students. This continuum of work-based learning provides students with the opportunity to engage and interact with employers in a variety of ways, while learning to demonstrate essential employability and technical skills necessary for today’s workforce.

The state understands the importance for all stakeholders (students, parents, educators and employers) to operationalize and define these types of experiences in a common way. Through work with the National Governor’s Association (NGA), Kentucky has chosen to communicate and brand the continuum of work-based learning through three categories of experiences:

LEARNING ABOUT WORK	LEARNING THROUGH WORK	LEARNING AT WORK
Career awareness and exploration help individuals build awareness of the variety of careers available and provides experiences that help inform career decisions.	Career preparation supports career readiness and includes extended direct interaction with professionals from industry and the community.	Career training occurs at a work site and prepares individuals for employment.

4. Preparing Teachers and Faculty

- a. **Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

Kentucky recruits new teachers through several media outlets such as websites, newspapers and universities. Kentucky's New Teacher Induction (NTI) is designed to introduce new occupation-based CTE teachers to the profession while offering practical skills and dispositions to be successful in the classroom. The NTI is a 24-month induction model administered by the KDE for all occupation-based CTE teachers pursuing professional teacher certification in Kentucky. The NTI works in conjunction with post-secondary institutions and the local education agency. Candidates pursuing occupation-based certification must satisfy a degree requirement within six (6) years of initial provisional certification. An associate's degree or higher in the content area in which the candidate is seeking certification for CTE is required. A bachelor's degree or higher in the content area in which the candidate is seeking certification, an approved Rank 1 program, or eligible to earn up to twelve (12) credit hours at the pre-baccalaureate or post-baccalaureate level through a supporting university.

According to the national Association for Career and Technical Education (ACTE), CTE can enhance adolescent math and literacy understanding by engaging students in rigorous and relevant content, integrating literacy strategies and providing opportunities for in-depth application and enrichment of content. CTE teachers provide a variety of assignments that support the achievement of academic standards, necessary for further learning and the workplace. Kentucky's NTI curriculum provides participants the ability to analyze the role CTE can play in improving student literacy, explain the importance of integrating literacy and math into CTE instruction, and develop assignments that engage students in reading and writing in CTE.

KCTCS hires CTE faculty from industry to teach college coursework and may also certify high school instructors to teach dual credit classes. As per SACSCOC, the regional accrediting agency for KCTCS colleges, an institution must justify and document the qualifications of its faculty. For technical programs, these qualifications vary based on program. For example, a nursing instructor position may require a Master's degree. A faculty member may hold the program degree (i.e. an Associate's degree in welding) and teach in the program. Some AAS programs with a strong transfer component, such as business, may require a master's degree to teach. In some technical/trades fields, a faculty member may be credentialed by exception based on experience or certifications held.

KCTCS faculty are offered professional development as new and as continuing instructors. New faculty programs are offered at many of the colleges; all new faculty are peer mentored. CTE faculty attend conferences around their technical field, work with industry advisors, and attend college-provided professional development to ensure understanding of the support of special needs students, college advising protocol, and curriculum.

The Kentucky Association of Career and Technical Education (KACTE) provides annual professional development for educators. The professional development updates educators on career pathways, career trends and funds available for students who participate in

CTE. Educators are then able to communicate this information to parents and students. Intensive training and professional development, by CTE program area, is offered for CTE teachers. Additionally, the conference has focused on targeting more training for school and district administrators, guidance counselors and career coaches over the last several years. Session topics range from developing school improvement plans that address CTE needs and gaps, data analysis, guidance and advising strategies, school scheduling practices and other best practices that align to their specific roles and responsibilities within the CTE community.

The KDE also provides opportunities for CTE teachers to renew and upgrade technical skills through the offering of a variety of Technical Update Trainings (TUTs). CTE state program consultants work with industry leaders and other state partners to plan and coordinate such trainings, driven by data and feedback from local teachers on areas of needed professional growth.

Additionally, state CTE program consultants at the KDE plan and coordinate annual professional development projects for teachers within their respective program areas. These trainings and learning opportunities focus on new/re-designed standards, instructional practices and industry trends, such as innovative equipment, etc. These professional development opportunities are driven by the needs of the CTE teachers, their professional growth needs and changes within the discipline.

C. Fiscal Responsibility

- 1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**
 - a. each eligible recipient will promote academic achievement;**

Eligible recipients for Perkins funds will develop a local application based on a consolidated comprehensive needs assessment that will address community and educational needs of the county. The plans will require that recipients address how the academic elements of the programs of study will be strengthened through the integration of career and technical components and ensure that determined outcomes are being met.

KCTCS promotes academic achievement through faculty advising and skill mentoring in and outside the classroom. Colleges use a number of strategies to help retain students, including access to academic counseling, tutoring services, financial aid, library assistance, disability and Veteran's services and other student services. While all KCTCS faculty and staff want to see dual credit and adult students meet their educational goals and achieve academically; the colleges are also rewarded in student achievement through the state's performance-based funding model.

In order to promote continuous improvement in academic achievement and technical skill attainment, KCTCS faculty and staff align technical program content and identify end of program assessments that meet business and industry standards. This process requires continuous evaluation based on changes with industry partners and advancements in technology and equipment. Faculty and administration utilize this assessment data to aid in the measurement of student attainment of career and technical skill proficiencies, program content, and pedagogy. Each program of study seeks to ensure graduates meet the needs of industry and reviews those needs in partnership with program industry advisory committees. Programs are reviewed on a regular cycle by the Kentucky Council on Postsecondary Education.

b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential;

The programs of study approved by the KDE are aligned to an industry certification or an end-of-program assessment that offers articulated postsecondary credit. The industry certifications are approved annually by the KWIB. Both the industry certification and the end-of-program assessments are recognized in the state's K-12 accountability system as an indicator of high school "transition readiness".

KCTCS builds course competencies into each course offered. These range from employability skills learned through general education classes such as communication, critical thinking, and teamwork, to specific technical skills, such as welding, accounting, or computer programming. The skill outcomes in each course are documented through student work and faculty review and documentation of that work. As the program pathway is complete, students may earn stackable credentials (certificates) if available for that pathway. The student may also earn nationally recognized certifications dependent on the program of study. Each program of study leads to a certificate, diploma or degree.

c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Kentucky has 120 counties and each county is associated with one of the state's ten (10) WIBs. In addition to the WIBs, there are multiple economic development organizations serving these counties. To facilitate appropriate participation by parents, educators, social service providers, representatives of special populations, economic development and local Chamber of Commerce leadership, government, and other required participants, the eligible recipients must develop partnerships based on the KCTCS Regional Services Areas, New Skills for Youth Consortia or partnerships between school districts, area technology centers, regional universities, and/or and KCTCS college.

Eligible recipients for Perkins funds shall develop a local application based on a consolidated comprehensive needs assessment that will address community, educational and workforce needs of the county or region. Each district, area technology center, regional KCTCS college and regional university will come together to develop a unified plan for the area to guarantee that educational and workforce needs in the community are being met. Secondary and postsecondary institutions will be implementing programs of study that are aligned to industry standards, leading to an industry-recognized certification or college credit.

A template of the required needs analysis data and information shall be completed by each group based on the outcomes generated for their county/region at the comprehensive needs analysis forums.

2. **Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**
 - a. **among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace;**

Title I funds received under Section 111 of the Act will be allocated in the following categories: 85 percent of the funds will be allocated to local boards of education, area technology centers, and postsecondary institutions. The allocation of funds to the eligible recipients at the secondary level are based on population and poverty in the areas served by the recipient. Area Technology Centers are based on the percentage of students served from the local district.

Allocations to postsecondary institutions are based upon the number of students enrolled in CTE associate degree programs who receive Pell Grants. Each institution will receive its proportionate share of the state allocation based upon the state total of students pursuing an associate degree receiving financial assistance through the Pell Grant. This is an unduplicated count.

The secondary/postsecondary funding split for the 4-year state plan will be based on the average of the last three years' calculated attend hours for the eligible recipients. The split starting in the 2020-21 fiscal year will be 57% secondary to 43% postsecondary. The split will remain the same over the four years of the state plan. The state will re-evaluate the calculations and procedure with the adoption of a new state plan.

- b. **among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

When a local educational agency allocation is \$15,000 or less, they will be encouraged to enter into a consortium with other local educational agencies to meet the minimum required funding, enter into an agreement with an area technology center, transfer allocation to the area technology center, or operate programs that are of sufficient size, scope and quality to be effective. If local educational agencies do not accept any of the above options, the eligible agency will require local educational agencies to form a consortium with other local educational agencies to reach a funding level of more than \$15,000. One local educational agency will be the fiscal agent and coordinate all program improvement activities within the consortium. All partners in the consortium must participate in the same activities that are mutually beneficial to all.

For any postsecondary institution receiving less than \$50,000, the funds will be redistributed to the other eligible recipients.

3. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

[Section 131(a) 1-3 and (e)]

Allocations to secondary career and technical education programs in local school districts and area technology centers are based upon the formula identified in the Act. Thirty percent of the funds allocated to secondary career and technical education programs is based on the number of children aged 5 through 17 who reside in the school district and 70 percent of the funds is based upon the number of families with children in the district who are in poverty. Each local school district that has an eligible career and technical education program will receive its proportionate share of the state allocation based on the state total of children aged 5 through 17 and the state total of families with children who are in poverty. Area technology centers that serve secondary students receive proportionate funding from the local school districts that send students to the area technology center. The total number of students from a local school district enrolled in career and technical education programs is calculated by adding the number of students in the high school programs to the number of the local school district students enrolled in the area technology center. Funding to the area technology center is equal to the proportionate share of the students attending the area technology center from that particular local school district. For the 2019-2020 transition year, secondary will receive \$9,215,815.06.

There are no charter schools or schools funded by the Bureau of Indian Affairs in Kentucky. The Office of Career and Technical Education and Student Transition collaborates with the Kentucky Department of Education's Title I coordinator to obtain the school district boundaries.

[Section 131 (b)]

Kentucky is not requesting a waiver.

[Section 131 (c)]

When a local educational agency allocation is \$15,000 or less, the local educational agency will be encouraged to enter into a consortium with other local educational agencies to meet the minimum required funding, enter into an agreement with an area technology center, transfer allocation to the area technology center, or operate programs that are of sufficient size, scope and quality to be effective. If local educational agencies do not accept any of the above options, the eligible agency will require local educational agencies to form a consortium with other local educational agencies to reach a funding level of more than \$15,000. One local educational agency will be the fiscal agent and coordinate all program improvement activities within the consortium. All partners in the consortium must participate in the same activities that are mutually beneficial to all. The consortium must address the required uses of funds before permissive uses of funds may be considered.

The eligible agency shall waive the requirement to enter into a consortium if the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary career and technical education programs, and demonstrates that the local educational agency is unable to enter into a consortium for the purpose of providing activities to improve career and technical education.

[Section 131 (d)]

For the 2019-20 fiscal year, Kentucky has three school districts that only serve students that are K-8. The funds for the secondary students in the same attendance area are transfer to the secondary school serving the students.

4. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

Allocations to postsecondary institutions are based upon the number of students enrolled in career and technical education who have Pell Grants. Each institution will receive its proportionate share of the state allocation based upon the state total of students pursuing an associate degree, a diploma, or certificate and receiving financial assistance through the Pell Grant. This is an unduplicated count. There are three universities that offer associate degrees and one community and technical college system that has sixteen community and technical colleges. For the 2019-20 fiscal year postsecondary will receive \$7,240,997.54.

When postsecondary institutions do not meet the minimum required allocation, those institutions will be given an opportunity to enter into a consortium to operate projects for all institutions in the consortium if the programs in the institutions are of sufficient size, scope and quality to be

effective. When an institution's minimum allocation is less than \$50,000 and a consortium is not possible, the postsecondary allocation to eligible institutions (those institutions that had allocations of \$50,000 or more) will be recalculated to notify each eligible institution of the allocation. Institutions with allocations less than \$50,000 will be notified that they are not eligible for Perkins funds for that program year.

See Appendix D

5. **Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

There are no charter schools or schools funded by the Bureau of Indian Affairs in Kentucky. The Office of Career and Technical Education and Student Transition collaborates with the Kentucky Department of Education's Title I coordinator to obtain the school district boundaries.

6. **If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
 - a. **include a proposal for such an alternative formula; and**
 - b. **describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Kentucky is not requesting a waiver.

7. **If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**
 - a. **include a proposal for such an alternative formula; and**
 - b. **describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Kentucky is not requesting a waiver.

8. **Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

Kentucky reports the fiscal effort of the state as an aggregate expenditure. The estimates Maintenance of Effort for the 2018-19 fiscal year will be \$270,392,531. Starting with Perkins V the state will take the option to establish a new baseline, which will be 95% of the previous amount, totaling \$256,872,904.

D. Accountability for Results

1. **Identify and include at least one (1) of the following indicators of career and technical education program quality—**
 - a. **the percentage of CTE concentrators (See Text Box for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**
 - b. **the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
 - c. **the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) are optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Kentucky will use the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential as our quality indicator.

The items to be counted in the measure are Industry Certification, End of Program Assessments (EOP), and Apprenticeship.

The measurement is the percentage of graduating CTE concentrators that earned a valid postsecondary credential divided by the graduating CTE concentrators.

2. **Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)**

See Appendix E.

3. **Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—**
 - a. **a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance. (See Text Box 5 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);**

Kentucky promoted the 60-day public comment window through a formal statewide press release that is sent to all education constituents across the Commonwealth. The indicator comments from the public were sent to a private email inbox that was established for gathering feedback. Additionally, KDE requested that state CTE partners, such as the KWIB and the Kentucky Chamber of Commerce, share the press release with their regional and local employer contacts.

- b. **an explanation for the State determined levels of performance**

SECONDARY

- Graduation Rate
- Academic Attainment
- Follow-up, including community service and Peace Corps
- Concentrators in a non-traditional field
- Graduating with a postsecondary credential

Definition of a Secondary CTE Concentrator:

Definition was decided on as completing two courses in a program of study. A course equals one high school credit on the student's transcript.

From a postsecondary perspective, 3.0 credit hours equals one high school credit.

Graduation Rate:

Percentage of students completing the requirements for a Kentucky high school diploma compared to a cohort of students beginning in grade nine.

Kentucky will measure the percentage of CTE concentrators that graduated in four years or less out of the four-year cohort.

Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
96%	96.2%	96.4%	96.6%

Academic Attainment:

The KDE will use the ACT for the four-year plan.

Percentage of CTE concentrators that met benchmarks on ACT mathematics, reading and science out of the four-year cohort.

Sub	Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
MA	36.5%	37%	37.5%	38%
RD	46%	46.5%	47%	47.5%
SC	26%	26.5%	27%	27.5%

Follow-Up Information Required for Secondary and Postsecondary:

KDE will work with Kentucky Center for Statistics (KYSTATS) to get as much longitudinal data as possible and use follow-up and internal data to fill the gaps that cannot be provided by KYSTATS.

KYSTATS will be utilized for Unemployment Information (UI) data and other sources potentially to come (e.g. UI data from other states and/or Federal Employment Data Exchange System) (FEDES). KCTCS will supplement by providing transfer data (including out-of-state), as well as additional components such as military in the absence of FEDES.

Percentage of exiting CTE concentrators will be measured that successfully transitioned into postsecondary, employment, military, or volunteer services (Peace Corps) after high school.

Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
86%	87%	88%	89%

Non-traditional concentrators:

Kentucky will use data from the National Center for Education Statistics (NCES) for this indicator, unless there is a complete discrepancy with Kentucky data.

The measure will include the percentage of active CTE concentrators that were in non-traditional programs of study for their gender.

Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
25%	25.1%	25.2%	25.3%

Quality Measure:

Kentucky will use students graduating with a postsecondary credential as the quality measure. The items to be counted in the measure are Industry Certification, End of Program Assessments (EOP), and Apprenticeship.

Percentage of graduating CTE concentrators that earned a valid postsecondary credential.

Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
50%	51%	52%	53%

POSTSECONDARY

- Follow-up including community service and Peace Corp
- Concentrators who received a credential
- Concentrators in a Non-traditional field

Definition of a Postsecondary CTE Concentrator:

A student that has 12 credits unless the program has less than 12 hours to complete. If the program is fewer than 12 credit hours, a concentrator would be defined as a student who had completed a credential of less than 12 credit hours.

Postsecondary follow-up:

CTE concentrators who, during the second quarter after program completion remained in postsecondary education, are in advanced training, military services, employment or a service program under the National Community Services Act or Peace Corps.

The percentage of CTE concentrators that completed a program.

Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
45%	46%	47%	48%

Concentrator that receives a credential:

CTE concentrators that earn a degree or credential, if the program encompasses fewer than 12 credits, or have been in the program for four years and are no longer actively taking courses at the institution.

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
80%	81%	82%	83%

Concentrator in a non-traditional field:

Total number of CTE concentrators in a non-traditional field out of the total number of concentrators.

The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.

Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
16%	16.5%	17%	17.5%

- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

Kentucky will use ESSA requirements for combining demographics where low “N” counts exist. The state will tie funding to gap group goals when not meeting indicators for subpopulations and set local growth goals for recipients not meeting requirements.

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

The KDE we will be analyzing 2017-2018 and 2018-2019 results to make proposals for levels of performance. The department will also look at 2016-2017 results to set a more accurate trend line. Secondary and postsecondary recipients will meet the state goals outlined in the 4-year plan. The KCTCS as a whole will meet the state performance levels; however, the systems office may set specific college-level targets so that every college has stretch goals/milestones that are achievable with sustained effort.

- 4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

See Appendix A.

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

The KDE Office of Career and Technical Education and Student Transition will review performance indicators annually to determine which eligible recipients are meeting the indicators. The recipients will address the indicators as part of a performance matrix in the local plan. Recipients not meeting the indicators or showing meaningful progress will be placed on levels on consequences. They will be required to use a portion for their funds to address achievement gaps in benchmark performance for special population groups.

In order to promote continuous improvement in academic achievement and technical skills attainment, KCTCS faculty and staff align technical program content and identify end of program assessments that meet business and industry standards. This process requires continuous evaluation to the changing needs of industry partners and advancement in technology and equipment. Faculty and administration utilize this assessment data to aid in the measurement of student attainment of career and technical skill proficiencies, program content, and pedagogy. The assessment data note gaps in performance, which may inform faculty professional development and performance review.

KCTCS colleges review technical programs annually and may redirect funding based on enrollments and graduate numbers. Programs are also reviewed on a regular cycle by the Kentucky CPE. The council reserves the right to close KCTCS programs of study not meeting graduate and regional needs.

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment⁴ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

B. EDGAR Certifications

- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
1. It is eligible to submit the Perkins State plan.
 2. It has authority under State law to perform the functions of the State under the Perkins program(s).
 3. It legally may carry out each provision of the plan.
 4. All provisions of the plan are consistent with State law.
 5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
 6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
 7. The entity has adopted or otherwise formally approved the plan.
 8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

- The eligible agency certifies and assures compliance with the following enclosed forms:
1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
 2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
 3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
 4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

APPENDIX A: SUMMARY OF PUBLIC COMMENTS

State Determined Performance Levels

I. Kentucky’s Perkins V draft performance indicators were posted to the KDE website for public review and comment from August 22 through October 25, 2019. Formal written comments were submitted to a KDE email inbox. One (1) comment was received during the public comment window; however, the comment did not pertain specifically to the draft performance indicators.

II. The following individuals submitted written or verbal comments:

<u>Name</u>	<u>Affiliation</u>
Jennifer Busse	Owensboro Independent Schools

III. The following people from the promulgating administrative body responded to the written comments:

Name and Title

David Horseman
Associate Commissioner, KDE Office of Career and Technical Education and Student Transition

Leslie Slaughter
Executive Advisor, KDE Office of Career and Technical Education and Student Transition

Karla Tipton
Branch Manager, KDE Office of Career and Technical Education and Student Transition

IV. Summary of Comments and Responses

(1) Subject Matter: Career Coaches

(a) Comment: The commenter expressed a desire to ensure that any career or college/career coaches funded with state dollars were “highly-qualified” for their respective position. The commenter expressed the belief that individuals serving as career coaches should be required to have guidance counseling certification.

(b) Response: The agency acknowledges this comment; however, because the comment did not specifically align to the feedback requested on the draft state determined performance indicators, the agency did not make any amendments to this section of the state plan as a result of this comment.

State Plan: Public Comment Window #1

I. Kentucky's Perkins V state plan was posted to the KDE website for public review and comment from December 1st, 2019 through January 1, 2020. Formal written comments were submitted to a KDE email inbox. One (1) comment was received during the public comment window.

II. The following individuals submitted written or verbal comments:

<u>Name</u>	<u>Affiliation</u>
Shauna King-Simms	Kentucky Community & Technical College System

III. The following people from the promulgating administrative body responded to the written comments:

Name and Title

David Horseman
Associate Commissioner, KDE Office of Career and Technical Education and Student Transition

Leslie Slaughter
Executive Advisor, KDE Office of Career and Technical Education and Student Transition

Karla Tipton
Branch Manager, KDE Office of Career and Technical Education and Student Transition

IV. Summary of Comments and Responses

(1) Subject Matter: Clarification on Potential Typo

(a) Comment: The commenter noticed a potential typo on page 56 of the draft plan. It was showing that goal 3S1 decreased in the final plan year from 88% to 80%.

(b) Response: The agency carefully reviewed this comment and agreed that the text in question was the result of a typo. The agency corrected this issue in the final version of the state plan.

State Plan: Public Comment Window #2

I. Kentucky's Perkins V state plan was posted to the KDE website for a second public review and comment window from February 14, 2020 through March 1, 2020. Formal written comments were submitted to a KDE email inbox. Eight (8) individuals submitted feedback and comments during the public comment window.

II. The following individuals submitted written comments:

<u>Name</u>	<u>Affiliation</u>
Malkanthie I. McCormick	Parent
Dr. Ty Handy	Jefferson Community & Technical College
Mark Harrell	Kentucky Department of Education
Adrian Ho	University of Kentucky
Dr. Thomas Ware	Maysville Community & Technical College
Berlinda Stockdale	Educator / Parent
Robin Cronbaugh	CareerSafe Online
Alfonso De Torres	Jefferson County Public Schools

III. The following people from the promulgating administrative body responded to the written comments:

Name and Title

David Horseman
Associate Commissioner, KDE Office of Career and Technical Education and Student Transition

Leslie Slaughter
Executive Advisor, KDE Office of Career and Technical Education and Student Transition

Tom Thompson
Division Director, KDE Office of Career and Technical Education and Student Transition

Kiley Whitaker,
Assistant Director, KDE Office of Career and Technical Education and Student Transition

Karla Tipton
Branch Manager, KDE Office of Career and Technical Education and Student Transition

Tracy Osbourne-Clay
Perkins Consultant, KDE Office of Career and Technical Education and Student Transition

Crystal Whitaker
Perkins Consultant, KDE Office of Career and Technical Education and Student Transition

IV. Summary of Comments and Responses

Commenter #1: Malkanthie I. McCormick

(1) Subject Matter: Students with Individual Education Plans (IEPs) and 504 plans

(a) Comment: The commenter inquired as to where the state plan currently addresses students with Individual Education Plans (IEPs) and 504 plans.

(b) Response: The Perkins V federal legislation addresses nine (9) special population groups throughout the law. Kentucky's State Plan specifically addresses students with disabilities on pages 31, 32, and 38 of the plan document. This law also requires school districts to complete a Comprehensive Local Needs Assessment (CLNA) that addresses the nine special population groups and how those students will be served by the grant funds and local plan. The CLNA requires extensive data analysis to determine gaps in performance between these groups and the total population of Career and Technical Education students.

Commenter #2: Dr. Ty Handy

(1) Subject Matter: Secondary/postsecondary state allocation split, TEDS accountability metrics, and advocacy

(a) Comment: The commenter expressed concern about the secondary/postsecondary state allocation split and its potential impact on the local postsecondary institution's annual budget. The commenter also expressed concern about the postsecondary performance metrics that are collected within the Technical Education Database System (TEDS), as well as concern over a duplication of effort, as it relates to reporting such data for multiple purposes.

(b) Response: In response to the comments pertaining to the secondary and postsecondary state allocation split; the TEDS accountability metrics; and advocacy comments, please be advised of the following:

1. The secondary and postsecondary state allocation split has not been the percentages cited in the comment since the Perkins IV State Plan was enacted in 2007. The split for the Perkins V State Plan is based on current data and was vetted by the Perkins V State Steering Committee. The new split for the next four years of the state plan will be 57% secondary and 43% postsecondary.
2. The accountability metrics for Kentucky were promoted during the 60-day public comment window (August 22 to October 25, 2019) through a formal statewide press release that was sent to all education constituents across the Commonwealth. Comments from the public were sent to a private email inbox that was established for gathering feedback. Additionally, KDE requested that state CTE partners, such as the KWIB and the Kentucky Chamber of Commerce, share the press release with their regional and local employer contacts. The accountability metrics were also screened and vetted by the Kentucky Community and Technical College System (KCTCS).

3. The Kentucky Department of Education, in partnership with the KCTCS, is currently working with the state's longitudinal data system, KYSTATS, in order to streamline the reporting structures mentioned in the comments. We anticipate these improvements to have a positive impact on KCTCS.

Commenter #3: Mark Harrell

(1) Subject Matter: Career and Technical Student Organizations (CTSOs)

(a) Comment: The commenter recommended a clarifying amendment to the secondary definition of "quality" as it relates to the requirement of co-curricular student organizations. The commenter suggested including a list of each CTSO and its corresponding Career and Technical Education program area(s).

(b) Response: The agency agrees with the recommended amendment and has incorporated a clarifying amendment within the definitions section of the Kentucky State Plan.

Commenter #4: Adrian Ho

(1) Subject Matter: Open Educational Resources (OERs)

(a) Comment: The commenter recommended that OERs be used in the implementation of the Kentucky State Plan.

(b) Response: The agency appreciates the information provided related to OERs. If the commenter would like to contact the KDE's Office for Career and Technical Education and Student Transition, the agency can assist the commenter with making connections to other postsecondary institutions, CTE professional associations and other organizations that may find this information to be helpful in their advocacy, training and professional development planning.

Commenter #5: Dr. Thomas Ware

(1) Subject Matter: Comprehensive Local Needs Assessment (CLNA), Training and Professional Learning, Resources, and Minimum Federal Guidelines

(a) Comment: The commenter expressed concern over the CLNA process and local instrument designed for implementation. The commenter expressed a desire for KDE to develop a resource manual for local implementation and to also improve upon current trainings and professional learning events. The commenter also inquired as to why Kentucky's state plan were exceeding the federally-defined minimum expectations.

(b) Response: The agency appreciates the commenter's concerns regarding the Comprehensive Local Needs Assessment (CLNA). In response to the comments regarding the CLNA instrument, a resource manual, minimum standards and trainings, please be aware of the following:

- The requirement for states to implement a CLNA process is a new provision within the Perkins V federal legislation; thus, each state is developing the instruments and implementing the process for the very first time. Kentucky utilized language directly from the law to design the state's CLNA tool. As with any new mandate or initiative, the agency will continue to seek and capitalize on opportunities for improvement to ensure effective implementation of Perkins V.
- The KDE is in the development phase of a resource manual that is intended to be in place for next year.
- As for the federally-required minimum mandates, the KDE and other partners take seriously its responsibility to ensure that Kentucky's Perkins V State Plan not only meets the minimum requirements, but ultimately sets a high bar for excellence that accelerates statewide education and workforce initiatives and goals. The federal Perkins legislation provides states with much autonomy to determine how best to meet such identified goals.
- The KDE appreciates feedback regarding ongoing training and professional learning events related to Perkins V implementation. As previously mentioned, the agency is committed to the continuous improvement of such trainings and welcomes input on how best to continue those efforts.

Commenter #6: Berlinda Stockdale

(1) Subject Matter: Students with Disabilities and the Carl D. Perkins Vocational Training Center

(a) Comment: The commenter expressed concern for students with disabilities and meeting the individual needs of such students. The commenter also expressed concern over a lack of response from the Office of Vocational Rehabilitation and the feasibility of individuals being served by the Carl D. Perkins Vocational Training Center.

(b) Response: Kentucky is committed to its efforts to address inequities, incentivize local innovation, and expand greater access and opportunity for student learners to engage in high-quality CTE programming.

Please be aware that the new Perkins V federal legislation addresses nine (9) special population groups throughout the law. Kentucky's State Plan specifically addresses students with disabilities on pages 31, 32, and 38 of the plan document. This law also requires school districts to complete a Comprehensive Local Needs Assessment (CLNA) that addresses the nine special population groups and how those students will be served. The CLNA requires extensive data analysis to determine gaps in performance between the groups and the total population of Career and Technical Education students.

The commenter also refers to the Carl D. Perkins Vocational Training Center located in Eastern Kentucky. This facility provides comprehensive services and vocational training for Kentuckians with disabilities. While this facility is named in honor of Carl D. Perkins, former U.S. Congressman from Kentucky who also authored the Perkins Act, please be advised that the Kentucky Department of Education (KDE) does not manage this center. The Kentucky Office of Vocational Rehabilitation (OVR) has direct responsibility and oversight of this facility. If the KDE can be of assistance in connecting the commenter with appropriate OVR representatives, the agency is happy to do so.

Commenter #7: Robin Cronbaugh

(1) Subject Matter: CareerSafe Online Certifications

(a) Comment: The commenter requested that the agency take OSHA 10-Hour General Industry and OSHA 10-Hour Construction Industry credential into great consideration to be an industry recognized credential for state accountability.

(b) Response: Pursuant to KRS 158.6455 (state assessment and accountability systems), please be advised that Kentucky has standardized policies and procedures set in place regarding the approval of valid industry certifications and credentials at the secondary level. This process heavily involves a variety of education and industry stakeholders at the state and local levels, with ultimate approval of valid certifications coming from the Kentucky Workforce Innovation Board (KWIB) on an annual basis.

Kentucky's Perkins V State Plan is not intended to recognize specific certifications and credentials, but rather to identify the process utilized for identifying and approving such certifications at the secondary and postsecondary levels. Any certifications proposed for inclusion in Kentucky's approved list at the secondary level would need to follow the process identified in Kentucky law.

Commenter #8: Alfonso De Torres

(1) Subject Matter: World Languages and Global Competency

(a) Comment: The commenter urges the agency to consider stronger integration of world languages and global competency into CTE programs of study.

(b) Response: Please be advised that the new Perkins V federal legislation requires educational institutions to conduct an extensive Comprehensive Local Needs Assessment (CLNA) to guide their local applications. Input from local and regional stakeholders is a vital component to this assessment. Stakeholders include business/industry, parents, students, special population groups, state and/or local workforce boards and other community agencies to evaluate current CTE programs of study based on labor market data and projected economic growth or decline. Regarding World Languages and/or Global Competencies,

results from a CLNA will determine the goals set forth for the local applicant. Additionally, please be advised that programmatic standards for CTE programs of study are developed at the state and national levels and are driven by the knowledge, skills and competencies identified by appropriate business and industry leaders.

The Kentucky Department of Education (KDE) and its state partners are committed to its efforts to address inequities, incentivize local innovation, and expand greater access and opportunity for student learners to engage in high-quality CTE programming. The KDE understands that global competency plays a critical role in preparing the state and nation's future workforce and the KDE is appreciative of the commenter's feedback.

APPENDIX B:
LOCAL APPLICATION AND
COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) TOOL

Please Note: This application will be in an electronic format. The layout and pages will look different.

Narrative Section

Please respond to each of the following items. Be specific and provide detailed information in your response.

- (1) Provide a description of the results of comprehensive local needs assessment in which your institution was a participant.
- (2) How will the results of the comprehensive local needs assessment inform the selection of specific CTE programs and what are the activities selected to be funded?
- (3) Based on your local comprehensive needs assessment, provide a description of any new programs of study that will be developed and submitted to the state for approval in this fiscal year.
- (4) How will students at your institution (including students of special populations) learn about their school's CTE course offerings and whether each course is part of a CTE program of study?
- (5) In collaboration with your local workforce development board and local workforce agencies, how will your institution provide career exploration and career development coursework, activities, or services.
- (6) How will your institution provide career information on employment opportunities in high-skill, high-wage, or in-demand industry sectors or occupations (as determined by your comprehensive local needs assessment).
- (7) How will your institution provide career guidance and academic counseling to students before enrolling and while participating in a CTE programs?
- (8) How will your institution improve technical skills of students participating in CTE programs?
- (9) What activities will your institution provide to students participating in CTE programs that strengthens integration of coherent and rigorous content aligned with challenging academic standards?
- (10) How will your institution prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency?
- (11) How will your institution prepare CTE participants for non-traditional fields?

(12) How will your institution provide equal access for special populations to CTE courses, programs, and programs of study?

(13) Describe how discrimination against special populations is being prevented?

(14) How will your institution incorporate work-based learning opportunities to students participating in CTE programs?

(15) How will your institution provide students participating in CTE programs with the opportunity to gain postsecondary credit while attending high school (dual credit)?

(16) Describe efforts for recruitment, preparation, retention, and training, including professional development of teachers, faculty, and administrators, including individuals from groups underrepresented in the teaching profession.

(17) How will your institution address disparities or gaps in performance indicators?

Required Use of Funds

Explain how your institution is implementing the following requirements of the Perkins legislation to support career and technical education programs that are of sufficient size, scope and quality.

- (1) provide career exploration and career development activities through an organized, systematic framework and select **at least** one of the following that apply—
 - (A) introductory courses/activities
 - (B) career and labor market information
 - (C) programs/activities related to development of student graduation/career plans
 - (D) career guidance/academic counselors
 - (E) comprehensive industry knowledge for students

- (2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, and select **at least** one of the following that apply—
 - (A) supporting academic and CTE instructional approaches
 - (B) ensuring use of labor market information for program guidance/advisement for students
 - (C) advancing knowledge, skills, and understanding of industry
 - (D) managing CTE programs
 - (E) improving student achievement/closing gaps in student participation/performance in CTE programs
 - (F) providing opportunities to advance knowledge, skills, and understanding in pedagogical practices
 - (G) training to provide appropriate accommodations for individuals/students with disabilities
 - (H) training to teach students with disabilities, a universal design for learning and support
 - (I) training to provide access to tools, technology, and knowledge for students and entrepreneurs

- (3) provide within career and technical education, the skills necessary to pursue careers in high skill, high-wage, or in-demand industry sectors or occupations.

- (4) provide support of integration of academic skills into career and technical education programs including **at least** one of the following that apply—
 - (A) Secondary CTE participants meeting the challenging State academic standards
 - (B) Postsecondary CTE participants achieving academic skills

- (5) plan and carry out elements supporting the implementation of career and technical education programs and programs of study resulting in increasing student achievement, including **at least** one of the following that apply—
 - (A) curriculum aligned with requirements for a program of study

- (B) relationships among education, business and industry, and other community stakeholders, to facilitate the process of aligning programs of study with workforce skills
 - (C) expanding opportunities for CTE concentrators to participate in accelerated learning programs
 - (D) equipment, technology, and instructional materials aligned with business and industry needs
 - (E) work-based learning opportunities, including simulated work environments
 - (F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential
 - (G) recruitment and retention of CTE faculty/staff/administration
 - (H) coordination with other education and workforce development programs and initiatives
 - (I) expanding opportunities for students to participate in distance CTE and blended-learning programs
 - (J) expanding opportunities for students to participate in competency-based education programs
 - (K) improving career guidance/academic counseling programs
 - (L) supporting employability skills into CTE programs through family and consumer science programs
 - (M) supporting programs/activities increasing access, student engagement, and success in science, technology, engineering, and mathematics fields for underrepresented students
 - (N) providing CTE programs for adults/out-of-school youth to complete secondary school education/upgrading technical skills
 - (O) supporting career and technical student organizations
 - (P) providing instructional content
 - (Q) supporting arts and design skills into CTE programs and programs of study
 - (R) partnering to improve training, development of public-private partnerships, systems development, capacity-building, and delivery of high-quality career and technical education
 - (S) supporting special populations in CTE for costs associated with fees, transportation, childcare, or mobility challenges
- (6) develop and implement evaluations of the activities carried out with funds (including evaluations necessary to complete the comprehensive needs assessment).

BUDGET SUMMARY:

Using the line item budget below, identify each item requested and it's estimated cost.

Category/Description	Cost (Round to nearest dollar)	Link to the Required Use of Funds	Link to the Local Needs Assessment
Curriculum/Program of Studies/Assessment 1.			
Professional Development Activities 1.			
Instructional Materials 1.			
Stipends/Salaries 1.			
Support Services 1.			
Equipment/Software 1.			
Other 1.			

Performance Matrix - Secondary			
Performance Indicators	State Performance Goal/Actual Performance Level	Met or Not Met	Actions taken that enabled the district to meet the goal or an improvement plan to help meet the goal.
1S1 -- Graduation Rate			
2S1 -- Academic Proficiency Reading			
2S2 -- Academic Proficiency Math			
2S3 -- Academic Proficiency Science			
3S1 – Post-Program Placement			
4S1 – Non-traditional Program Concentration			
5S1 – Attained a Recognized Postsecondary Credential			

Performance Matrix - Postsecondary			
Performance Indicators	State Performance Goal/Actual Performance Level	Met or Not Met	Actions taken that enabled the district to meet the goal or an improvement plan to help meet the goal.
1P1 – Post-Program Placement			
2P1-- Recognized Postsecondary Credential			
3P1 – Non-traditional Program Concentration			

Comprehensive Local Needs Assessment (CLNA) Tool

I. Data Analysis (Each district, ATC and postsecondary institution must complete)

1. Identify the performance of the students served by recipient in the following performance indicators; (Chart at the end of the document)

a. Secondary

- i. Graduation Rate
- ii. Academic Attainment in Reading, Math, and Science
- iii. Follow-up of previous year students that are in postsecondary education, military, employed, service programs or serving in the Peace Corp.
- iv. Percentage of CTE concentrators that have graduated from high school and attained a postsecondary credential including industry certification and end of program assessment.
- v. Percentage of CTE concentrators that are participating in programs of study that lead to a non-traditional field.

b. Postsecondary

- i. Follow-up of concentrators completing the program that are in postsecondary education, military, employed, service programs or serving in the Peace Corps.
- ii. Percentage of CTE concentrators who receive a postsecondary credential upon completion or within one year of completing. (Includes certificates or degrees)
- iii. Percentage of CTE concentrators that are participating in programs of study that lead to a non-traditional field.

Must be broken out by each special population group, gender, major racial and ethnic groups and migrant status

Representatives of special populations;

- Individuals with disabilities
- Economically disadvantaged
- Individuals preparing for nontraditional fields
- Single parents
- Out of workforce Individuals
- English Learners
- Homeless individuals (described in McKinney-Vento)
- Youth who are in or have aged out of foster care
- Youth with parents that are active duty armed forces

Gender

- Male
- Female

Major racial and ethnic groups

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic/Latino
- White
- Two or more Races

Migrant Status

2. Which performance accountability indicator targets are you meeting and not meeting at the program levels? What are the root causes for meeting or not meeting these targets including gaps between genders, races and ethnicities?
3. Identify the offered programs of study which are:
 - a. responsive to the community employment needs
 - b. aligned to state, regional, or local in-demand industry sectors or occupations
 - c. supported by labor market data
 - d. designed to meet current or long term labor market projections

II. Evaluation of the Need

1. Describe how career and technical education programs offered by the recipients are;
 - a. Sufficient in size, scope and quality to meet the needs of all students served by the recipient (see state definitions);
 - b. Align to state, regional or local in-demand industry sectors or occupations identified by the State Workforce Development Board (WIOA Section 101 (29 U.S.C. 3111) (Workforce Innovation and Opportunity Act)
 - c. Designed to meet local education or economic needs not identified by the State board or local workforce board.

2. What industries are projected to grow the most in your region or local area in the next three to five years?
3. To what degree do your programs expose students to the in-demand industry sectors or occupations in your region? Where are the gaps?
4. Evaluate the progress toward the implementation of CTE program of study including dual credit, relative academics, work base learning etc.
5. Describe the process for alignment of the CTE programs of study that meet the labor market needs.
6. Describe how the recipient will improve recruitment, retention, and training of CTE teachers, faculty, and guidance counselor (academic and career) including underrepresented groups.
7. Are students of color or of the special population groups taking part in CTE at disproportionate levels, in comparison to the overall student population? What are the causes of these gaps?
8. Describe the progress toward equal access to high quality CTE courses and programs of study for all students, including
 - a. Strategies to overcome barriers that result in low access or performance gaps for special populations
 - b. Provide programs that are designed for special populations to meet levels of performance
 - c. Provide activities that prepare special populations for high-skill, high-wage or in-demand occupations that will lead to self-sufficiency

III. Goals based on Identified Needs

1. What is your overall vision for CTE programming?

2. What are your top (three to five) priorities over the next four years?

3. What is your plan for continuing to support or expanding the stronger programs and transforming or retiring the less successful ones?

4. Where do you most need support — professional development, technical assistance, etc. from the state?

IV. Consultation of Stakeholders

1. Submit a membership list along with a sign in sheet for the meetings for the representatives of the stakeholder groups that participated in the Comprehensive Needs Assessment.

Institution Name _____ Data Year _____

Secondary Indicators	READ	MATH	SCIENCE	GRAD	PLACE	IND CERT	NTCON
STATE GOAL							
Grand Total							
GENDER							
Female							
Male							
RACE/ETHNICITY							
American Indian or Alaskan Native							
Asian							
Black or African American							
Hispanic/Latino							
Native Hawaiian or Other Pacific Islander							
Two or More Races							
White							
SPECIAL POPULATIONS CATEGORIES							
Individuals With Disabilities							
Economically Disadvantaged							
Nontraditional Enrollees							
Single Parents							
Out of Workforce Individuals							
English Learners							
Homeless Individuals							
Youth in or aged out of Foster Care							
Youth with a Parent in Active Duty Military							
Migrant							

Institution Name _____ Data Year _____

Postsecondary Indicators	PLACEMENT	CERTIFICATIONS	NT- CONCENTRATORS
STATE GOAL			
Grand Total			
GENDER			
Female			
Male			
RACE/ETHNICITY			
American Indian or Alaskan Native			
Asian			
Black or African American			
Hispanic/Latino			
Native Hawaiian or Other Pacific Islander			
Two or More Races			
White			
SPECIAL POPULATIONS CATEGORIES			
Individuals With Disabilities			
Economically Disadvantaged			
Nontraditional Enrollees			
Single Parents			
Out of Workforce Individuals			
English Learners			
Homeless Individuals			
Youth in or aged out of Foster Care			
Youth with a Parent in Active Duty Military			
Migrant			

State Definition of Size, Scope and Quality (Secondary and Postsecondary)

Size: To identify size, the KDE definition is one (1) complete program of study in the program area offered in the school. If a school has more than one program area, then each area will need at least one (1) complete program of study. The program of study will be aligned to the academic needs and the multiple entry and exit points to allow for continuing education.

Scope: The programs of study lead to industry-recognized certifications, articulated college credit and will link to dual credit opportunities for students and/or work-based learning. Dual credit may be in the academic or technical courses of the POS. Work-based learning should include areas outlined in Kentucky's Work-Based Learning Manual.

Quality:

Secondary programs shall meet the following indicators:

- *be of sufficient size, which offer a sequence of four or more earned technical credits;*
- *have a postsecondary connection through dual enrollment, dual credit, current agreement for a program of study and current local articulation agreement approved by the lead administrators of KDE and postsecondary institutions, or leads to KDE-approved industry recognized certifications;*
- *have an active advisory panel;*
- *have a certified and appropriately endorsed teacher;*
- *have a co-curricular career and technical student organization (CTSO) that provides students the opportunity to engage in leadership development activities (beginning in the 2021-22 academic year); and*
- *be supported by current labor market data.*

Postsecondary programs shall meet the following indicators:

- *lead to a post-secondary credential(s) that is industry recognized and supported by current labor market data and/or local needs assessment;*
- *include career pathway progressions from secondary to postsecondary to employment or transfer; and*
- *have an active advisory panel.*

State's Top 5 Industry Sectors

Advanced Manufacturing
Business and IT Services
Construction and Trades

Health Care and Social Assistance
Transportation, Distribution and Logistics

APPENDIX C:
GLOSSARY OF KEY TERMS, ABBREVIATIONS AND DEFINITIONS

- **AAS** – Associate in Applied Science
- **ADA** – Americans with Disabilities Act
- **AP** – Advanced Placement
- **AS** – Associate in Science
- **CLNA** – Comprehensive Local Needs Assessment
- **CTE** – Career and Technical Education
- **CTSO** – Career and Technical Student Organization
- **DJJ** – Department of Juvenile Justice
- **DOC** – Department of Corrections
- **ELL** – English Language Learner
- **HBCU** – Historically Black College or University
- **IB** – International Baccalaureate
- **KACTE** – Kentucky Association for Career and Technical Education
- **KCTCS** – Kentucky Community and Technical College System
- **KDE** – Kentucky Department of Education
- **KSB** – Kentucky School for the Blind
- **KSD** – Kentucky School for the Deaf
- **KWIB** – Kentucky Workforce Innovation Board
- **Local WIB** – Local Workforce Investment Board
- **PD** – Professional Development
- **Perkins V** – The Strengthening Career and Technical Education for the 21st Century Act/
Public Law No: 115-224
- **POS** – Program of Study
- **SOC** – Standard Occupational Classification

DEFINITIONS

Articulated Credit: A term used for ensuring schools at secondary and postsecondary levels work together to assist students in progressing smoothly from secondary to postsecondary programs. Defined as "a process for linking two or more educational systems within a community to help students make a smooth transition from one level to another by minimizing delays, duplication of courses or loss of credit". This is often referred to as a "credit for prior learning" model, where the student earns postsecondary credit for secondary coursework and/or assessments once they enroll at the postsecondary institution.

Career and Technical Student Organizations (CTSOs): Co-curricular student leadership organizations for students enrolled in Career and Technical Education (CTE) programs. Recognized CTSOs in Kentucky include the following:

- **DECA Inc.** (formerly Distributive Education Clubs of America) - an organization for marketing, finance, hospitality and management students.
- **Educators Rising** - an organization for students interested in education-related careers.
- **FBLA** (Future Business Leaders of America) - an organization for business education students.
- **FCCLA** (Family, Career, and Community Leaders of America) - an organization for Family and Consumer Sciences students.
- **FFA** (formerly Future Farmers of America) - an organization for agriculture education students.
- **HOSA** (Future Health Professionals) - an organization for students who participate in the Health Science Education programs.
- **SkillsUSA** - an organization that prepares students for careers in trade, technical and skilled service occupations.
- **TSA** (Technology Student Association) - an organization for engineering, information technology and computer science students.

Dual Credit: A college-level course of study developed in accordance with KRS 164.098 for which a high school student receives credit from both the high school and postsecondary institution where the student is enrolled, upon completion of a single class or designated program of study.

GED Plus: A partnership with KCTCS and Kentucky Skills U, a GED program where an individual can co-enroll in both Skills U and short-term KCTCS classes and earn your GED plus a college certificate tuition-free.

Registered Apprenticeship Program: Apprenticeship program means a plan containing all terms and conditions for the qualification, recruitment, selection, employment and training of apprentices, as required under 29 CFR parts 29 and 30, including such matters as the requirement for a written apprenticeship agreement.

Skills U (formally known as Adult Education): Provides free adult education services in all 120 counties to help Kentuckians obtain a GED.

Special Populations: Perkins V Section 3(48) individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals as described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (such as term is defined in section 101(d)(1) of such title).

State Apprenticeship Agency: A state government agency that is authorized by the office of apprenticeship to register and oversee apprenticeship programs and agreements for federal purposes.

APPENDIX D:
BUDGET

State Name: Kentucky

Fiscal Year (FY): 2020 (Fiscal) / 2021 (State)

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$19,360,956.00
2	State Administration	5%	\$ 968,047.80
3	State Leadership	10%	\$ 1,936,095.60
4	• Individuals in State Institutions	6.5%	\$
4a	– Correctional Institutions	Not required	\$ 66,875.00
4b	– Juvenile Justice Facilities	Not required	\$ 20,000.00
4c	– Institutions that Serve Individuals with Disabilities	Not required	\$ 40,000.00
5	• Non-traditional Training and Employment	Not applicable	\$ 60,000.00
6	• Special Populations Recruitment	.01%	\$ 19,360.95
7	Local Formula Distribution	85%	\$16,456,812.60
8	• Reserve	1.91%	\$ 315,000.00
9	– Secondary Recipients		*See note below
10	– Postsecondary Recipients		*See note below
11	• Allocation to Eligible Recipients	85%	\$16,141,812.60
12	– Secondary Recipients	56%	\$ 9,039,415.06
13	– Postsecondary Recipients	44%	\$ 7,102,397.54
14	State Match (from non-federal funds)	Not applicable	\$2,050,600.00

*State reserve funds shall only be awarded to applicants that co-apply from secondary and postsecondary; thus, there is no formulated split between the two types of recipients.

APPENDIX E:
STATE DETERMINED PERFORMANCE LEVELS

State Name: KENTUCKY

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate		96%	96.2%	96.4%	96.6%
1S2: Extended Graduation Rate					
2S1: Academic Proficiency in Reading Language Arts		46%	46.5%	47%	47.5%
2S2: Academic Proficiency in Mathematics		36.5%	37%	37.5%	38%
2S3: Academic Proficiency in Science		26%	26.5%	27%	27.5%
3S1: Post-Program Placement		86%	87%	88%	89%
4S1: Non-traditional Program Concentration		25%	25.1%	25.2%	25.3%
5S1: Program Quality – Attained Recognized Postsecondary Credential		50%	51%	52%	53%
5S2: Program Quality – Attained Postsecondary Credits					
5S3: Program Quality – Participated in Work-Based Learning					
5S4: Program Quality – Other ⁵					

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Postsecondary Retention and Post-Program Placement		45%	46%	47%	48%
2P1: Earned Recognized Postsecondary Credential		80%	81%	82%	83%
3P1: Non-traditional Program Concentration		16%	16.5%	17%	17.5%

APPENDIX F:
ADDITIONAL SUPPORTING DOCUMENTS