

Kentucky CTE:

*A look at where we've been
and where we're headed...*

Today's Topics

- Video: *CTE from the Student Perspective*
- CTE Overview
- Economic Competitiveness Act
- Kentucky Tech Update
- 2016 Biennial Budget Requests
- Career and Technical Student Organizations (CTSOs)
- Video: *Success in the New Economy*

The Old “Vocational Education” ...

*Only for Certain
Student Populations*

Limited Program Offerings

High School Focused

*Students Trained with
Specific Occupational
Skill Set*



Today's Career & Technical Education...

For ALL Students

*16 National Career Clusters
and over 150 Kentucky
Career Pathways*

*Integrated with Core
Academics through Rigorous
& Relevant Curriculum*

*High School, Industry &
Postsecondary Partnerships*

*Emphasis on Foundational
Academic, Employability,
AND Occupational Skills*



VIDEO:

CTE from the
Student Perspective

Kentucky CTE Enrollment Data



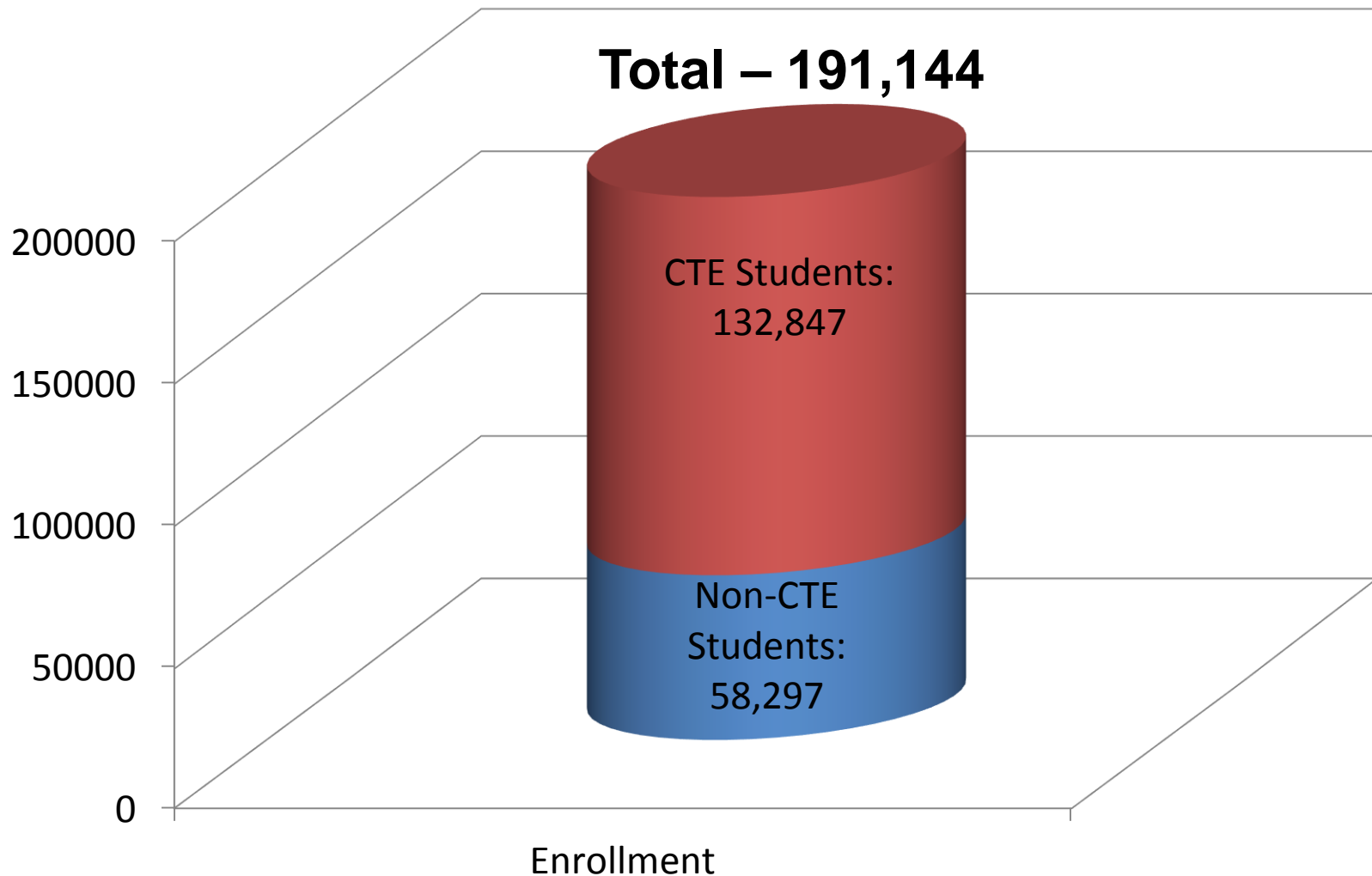
Preparatory Status

- A **“preparatory”** student has completed two (2) credits and is enrolled in the third credit within an approved CTE pathway.
 - **“Completed two”** means on the transcript the student has passed and received two credits from valid course(s) as part of the pathway.
 - **“Enrolled in the third credit”** means the student is scheduled to take the third credit sometime during the academic year. It is expected the student will successfully complete the credit bearing course(s) during the year. If the student withdraws or fails the third credit course(s) (must receive a credit on the student transcript), his/ her status must be changed from preparatory back to exploring.

CTE Data Overview

- Total High School (9-12) Enrollment: 132,847
- Preparatory Enrollment: 37,401
- Students in 167 districts are impacted by CTE programs.
- CTE pathways are offered in:
 - 217 High Schools (68% of Students)
 - 53 Area Technology Centers (12.1% of Students)
 - 42 Locally-Operated Centers (19.8% of Students)

69.5% of KY High School (9-12) 9 Students Enrolled in CTE Programs



Based on 2014-2015 Data

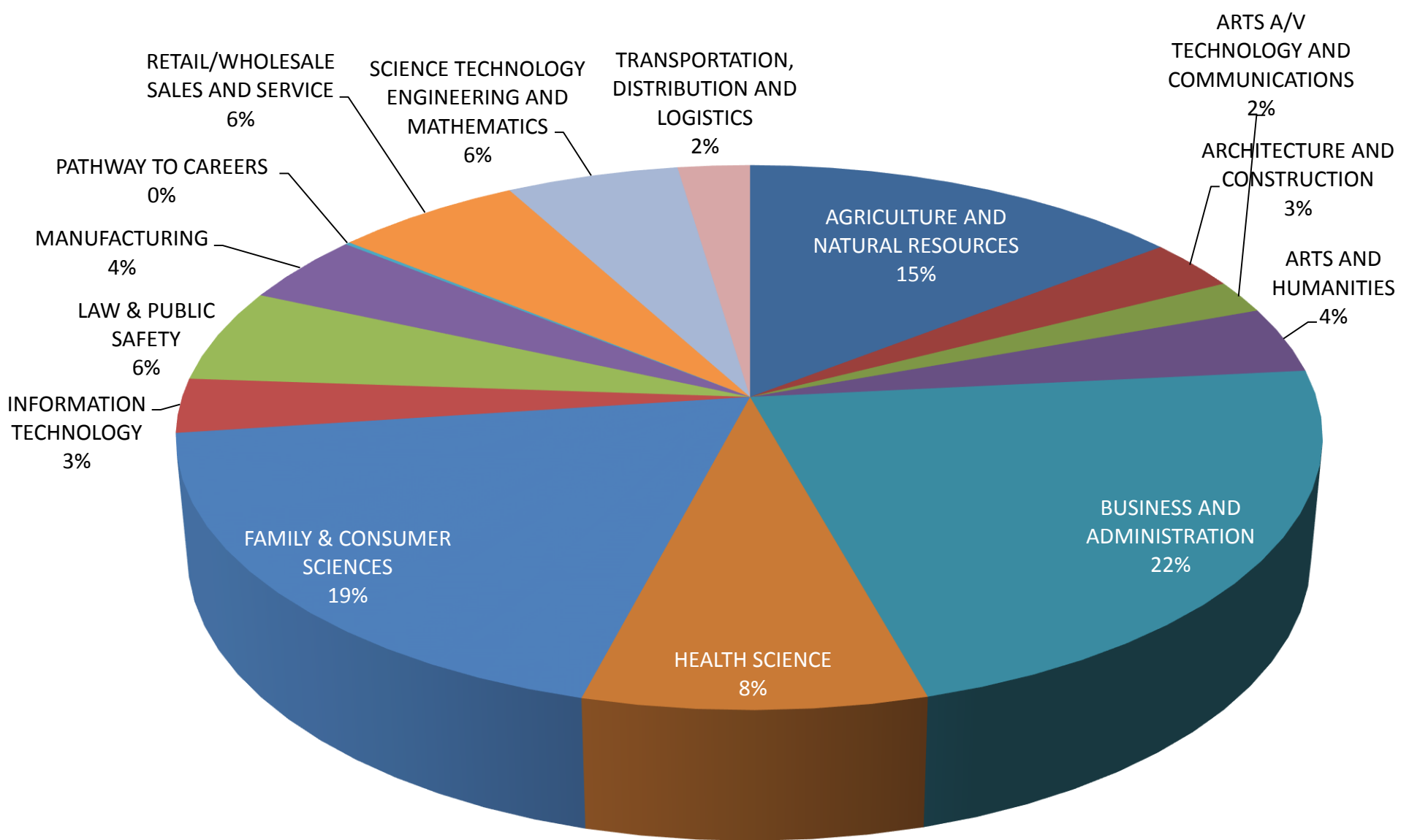
GLOBAL
COMPETITIVENESS
SUCCESS
LEADING CHANGE
COLLEGE & CAREER
READINESS
TECHNICAL KNOWLEDGE
ECONOMIC VITALITY
LEADERSHIP
TRANSFORMING EXPECTATIONS
HIGH-DEMAND
LEARNING
SKILLS
SUSTAINABLE
WORKFORCE
READY
GLOBE
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Secondary Enrollment by Program

10 Area

PROGRAM AREA	Enrollment
<i>AGRICULTURE AND NATURAL RESOURCES</i>	31,521
<i>ARCHITECTURE AND CONSTRUCTION</i>	6,591
<i>ARTS, A/V TECHNOLOGY AND COMMUNICATIONS</i>	4,275
<i>ARTS AND HUMANITIES</i>	8,580
<i>BUSINESS AND ADMINISTRATION</i>	48,525
<i>HEALTH SCIENCE</i>	18,310
<i>FAMILY & CONSUMER SCIENCES</i>	40,942
<i>INFORMATION TECHNOLOGY</i>	7,008
<i>LAW & PUBLIC SAFETY</i>	12,051
<i>MANUFACTURING</i>	9,041
<i>PATHWAY TO CAREERS</i>	343
<i>RETAIL/WHOLESALE SALES AND SERVICE</i>	13,282
<i>SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS</i>	12,221
<i>TRANSPORTATION, DISTRIBUTION AND LOGISTICS</i>	5,107

Total Student Enrollment – 217,797



Did you know that
98%
of Kentucky's preparatory
Career and Technical Education
(CTE)
seniors graduated from high school
in 2014?



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Kentucky CTE Performance Data

CCR Accountability Model

College Ready: Must meet benchmarks on one of the following:	Career Ready: Must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career Technical area		Bonus: College AND Career Ready must meet at least one from each area	
	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
	Armed Services Vocational Aptitude Battery (ASVAB)	Kentucky Occupational Skills Standards Assessment (KOSSA)	ACT or COMPASS or KYOTE	KOSSA
	ACT COMPASS KYOTE	ACT Work Keys (Applied Math, Locating information, and Reading for Information)	Industry Certificates	
			<p>NOTES: (1) By meeting the College Ready Academic definition, the student does not have to take the additional tests of ASVAB or Work Keys for the bonus area.</p> <p>(2) For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100 percent.</p>	

CCR Accountability CTE Data Updates

Preliminary 2014-2015 CCR Data

- Increase in the number of preparatory graduating seniors (20,563 to 21,958)
- Increase in the number of students graduating career ready (7,865 to 8,612)
- Increase in the percentage and number of students passing career ready assessments



ACT WorkKeys Results 2014-2015

- 14,134 Students Tested
 - *Increase of 1,720 students from last year*
- 9,901 Students Earned Certificates
 - *Increase of 1,514 certificates from last year*
- Overall 70.05% Students Earned Certificates
 - *Increase of 2.49% from last year*

	Kentucky Average	National Average	Difference
Silver Level or Above	70.05%	66.00%	4.05%



ASVAB Results

- 18,097 students were assessed.
- 6,208 Students received a 50 or higher AFQT.
- ASVAB numbers are lower than in 2013-14, but there is a slightly higher pass rate.
- The decrease in ASVAB testing in 2014-15 is most likely due to state funding of WorkKeys and guidance from CTE on how to properly identify students for assessments.

KY Occupational Skills Standards

Assessment



*Every Scholar
Needs A Skill*

Kentucky Skill Standards, Assessment, and Certification System

KOSSA Results

- 26 Assessment Areas
- 27,086 Students Assessed
 - *10.9% increase*
- 15,854 Students Earned Certificates
 - *19.5% increase*
- Overall 59% Pass Rate
 - *0.2% increase*

Industry Certifications

- 10,009 Industry Certifications Awarded
- 9,584 Students Earned an Industry Certification
 - 12.6% increase from 2013-2014
- Top Industry Certifications
 - State Registered Nursing Assistant (SRNA/ MNA)
 - ASE Student Certifications – Automotive Maintenance and Light Repair
 - Microsoft Office Specialist (MOS) – Access, Excel, Word, PPT
 - NCCER (National Center for Construction Education and Research)
 - ServSafe Food Managers

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Kentucky's Economic Competitiveness Act: *The Concept & Requirements*

2014-15 OCTE Priorities Update

1. Advocacy related to rigorous and relevant CTE programs of study that align with regional and state needs.
2. Expansion of work-based learning opportunities for all students.
3. Professional learning and support for teachers and administrators that enhances CTE and promotes project-based learning.
4. Revision of Career Ready Measures to align with regional and state economic sectors.
5. Promotion of co-curricular integration of activities related to Career and Technical Student Organizations.

Themes of the Economic Competitiveness Act

Career Pathways &
Sector Strategies

Work-Based
Learning
Infrastructure

Workforce Services
Infrastructure
Realignment

Data &
Performance-
Informed
Decision Making

Communications

Career Pathways and Sector Strategies

Collaborate with business and industry to define career pathways for critical state and regional sectors.

Impact on K-12:

- Creation of an employer-led review process of career pathways, course work, and assessments to ensure business and industry alignment
- Stackable certifications and credentials

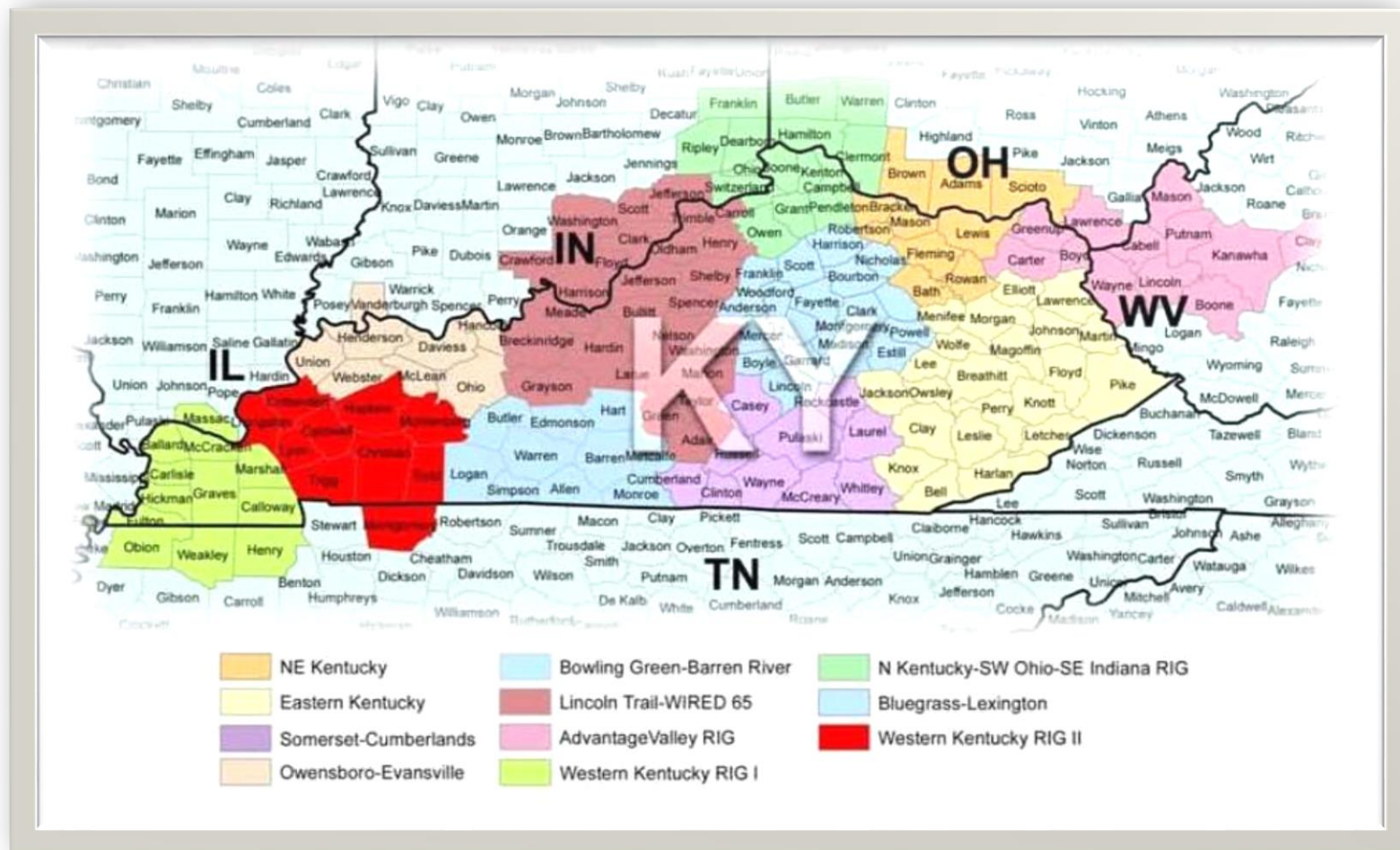
KWIB's Economic Sectors

Kentucky's Target Industry Sectors (2011)

1. Automobile and Aircraft Manufacturing
2. Transportation, Distribution, and Logistics
3. Business Services / Research and Development
4. Health Care / Social Assistance
5. Energy Creation / Transmission

Source: *KY Workforce Investment Board (KWIB)
Sector Strategy Toolkit*

Kentucky's Sector Strategy Regions



Sector Strategy Framework for Success



Career Cluster

Program of Studies

Career Pathway

CTE Courses

Kentucky Career Clusters

Career Clusters provide a way for schools to organize instruction and student experiences around 16 broad categories that encompass virtually all occupations from entry through professional levels.





Agriculture, Food & Natural Resources

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.



Arts, A/V Technology & Communications

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.




Architecture & Construction

Careers in designing, planning, managing, building and maintaining the built environment.



Business Management & Administration

Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.




Education & Training

Planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.



Finance

Planning and related services for financial and investment planning, banking, insurance, and business financial management.




Government & Public Administration

Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.



Health Science

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.



Hospitality & Tourism

Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.



Human Services

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.




Information Technology

Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.



Law, Public Safety, Corrections & Security

Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.



Transportation, Distribution & Logistics

The planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.



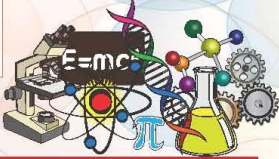
Manufacturing

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.



Marketing

Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.



Science, Technology, Engineering & Mathematics

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.



CTE Career Pathways

In alignment with the Federal Perkins regulation, a Career Pathway will:

- ☐ be a non-duplicative sequence of CTE courses;
- ☐ incorporate secondary education and postsecondary education elements;
- ☐ include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- ☐ (may) include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits;
- ☐ lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Components of Effective CTE Programs of Study

- ✓ *Legislation & Policies*
- ✓ *Partnerships*
- ✓ *Professional Learning*
- ✓ *Accountability and Evaluation Systems*
- ✓ *College & Career Readiness Standards*
- ✓ *Course Sequences*
- ✓ *Credit Transfer Agreements*
- ✓ *Guidance Counseling & Academic Advisement*
- ✓ *Teaching & Learning Strategies*
- ✓ *Technical Skills Assessments*

CTE Program of Studies and Career Pathways

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- ❑ The **Program of Studies** provides a framework to identify Career Pathway options within a Career Cluster(s).
- ❑ A **Career Pathway** is a four-course sequence of rigorous academic and career/ technical courses, commencing in the ninth grade and **leading to** an associate degree, baccalaureate degree and beyond, an industry recognized certificate, and/ or licensure.
- ❑ The Career Pathway is **developed**, implemented, and maintained in **partnership** among secondary and postsecondary education, business, and employers.
- ❑ Kentucky CTE Programs of Study can be viewed at <http://education.ky.gov/CTE/ctepa/Pages/2014-2015-Program-of-Studies.aspx>.



Industry Certification Criteria

1. Recognized, endorsed, or required by industry.
2. Written and verified by national or state industries.
3. Curriculum and certification aligned with state and/ or national standards.
4. Certification must be an end of program assessment related to the student's identified career pathway achieved through a sequence of courses.

Industry Certifications for CCR

- ☐ KDE-OCTE Content Specialist
(consultants) confer with industry
representatives in the selection process.
- ☐ The Kentucky Workforce Investment
Board makes a final review and
recommendation of the Valid Industry
Certifications.
- ☐ 2015-16 Industry Taskforce
development (Curriculum and Industry

Sample from Industry Certification List



Cluster	Career Pathway	CIP Code	KOSSA	Industry Certifications
Business & Marketing Education Business	Accounting	52.0301.00	Accounting	Assessment of Skills and Knowledge for Business (ASK) - Concepts of Finance (#ME23)
Business & Marketing Education Business	Accounting	52.0301.00	Accounting	Microsoft Office Specialist (MOS) - 3 of 4 - Excel (Required), Access, PowerPoint, Word
Business & Marketing Education Business	Administrative Support	52.0401.00	Administrative Support Services	Microsoft Office Specialist (MOS) - 3 of 4 - Access, Excel, PowerPoint, Word
Business & Marketing Education Business	Business & Marketing Education	13.1310.00	Administrative Support Services* Marketing	Microsoft Office Specialist (MOS) - 3 of 4 - Access, Excel, PowerPoint, Word
Business & Marketing Education Business	Business Management	52.0201.01	Business Management	Assessment of Skills and Knowledge for Business (ASK) - Fundamental Business Concepts (#ME05)

The list of approved industry certifications for CCR during the 2015-16 school year can be found on the KDE-OCTE website:

<http://education.ky.gov/CTE/kossa/Pages/ValidKOSSAList.aspx>.

Kentucky Occupational Skills Standards Assessment (KOSSA)



- ❑ Developed following the 1996 National Education Summit, at the direction of Governor Patton and in partnership with Kentucky business and industry representatives for high-demand occupational areas.
- ❑ KOSSA is a tool to assess technical skill attainment required under Perkins legislation.

Standards were established in three broad categories:

1. *Academic*
2. *Employability*
3. *Occupational*



- ❑ Assessment items were developed based on industry identified standards.
- ❑ Curriculum was aligned to the Kentucky Occupational Skills Standards.

KOSSA Standards can be viewed at <http://education.ky.gov/CTE/kossa/Pages/KOSSAStandardsDocs.aspx>.

Work-Based Learning Infrastructure

Create a state level framework to facilitate employer engagement in work-based learning and to ensure consistency across the education and training continuum partners regarding definition, etc.

Impact on K-12:

- Governance structure that is partnership-based
- Identification of best practices

Work-Based Learning (WBL)

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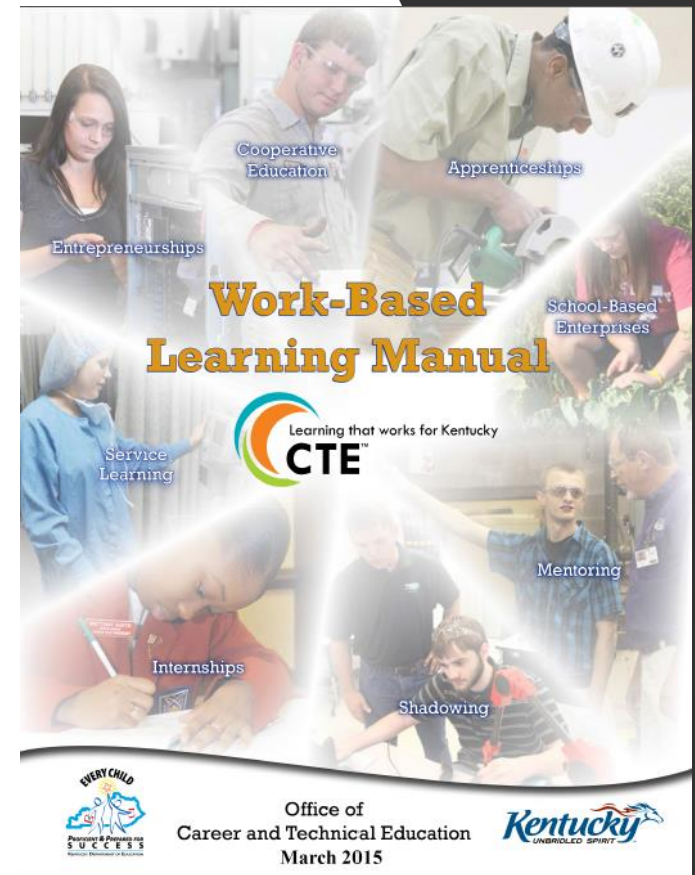
Proposed Changes:

- *Title Change / Inclusion of Other Forms of WBL*
- *Broadened Eligibility Requirements for Cooperative Education*



- *Incorporation by Reference: KY WBL Manual*

NEWLY REVISED WBL MANUAL, March 2015





Student Benefits

- **Industry certification recognized by statewide organizations**
- **Highly favored for an interview**
- **Credit decided upon after acceptance**

Items to note...

- Not a union program
- Any employer with a Registered Apprenticeship program can participate.

Youth Employment Solutions – YES!

- **Solution to worker's comp barrier of employing students under 18**
- **District signs an MOU with Adecco**
- **Work-based learning in conjunction with a career pathway (not to supplement a workforce)**
- **Includes most occupations**
- **Refer employer to Adecco for rate information, risk assessment, etc.**

Workforce Services Infrastructure Realignment

Continue to evaluate and realign services and support structures to expand on efforts to build a truly customer-centric model at the local level.

Impact on K-12:

- Regionalize service delivery
- Transition of state-operated technical centers to regional centers
- Career counseling for every high school and technical center

Data and Performance-Informed Decision Making



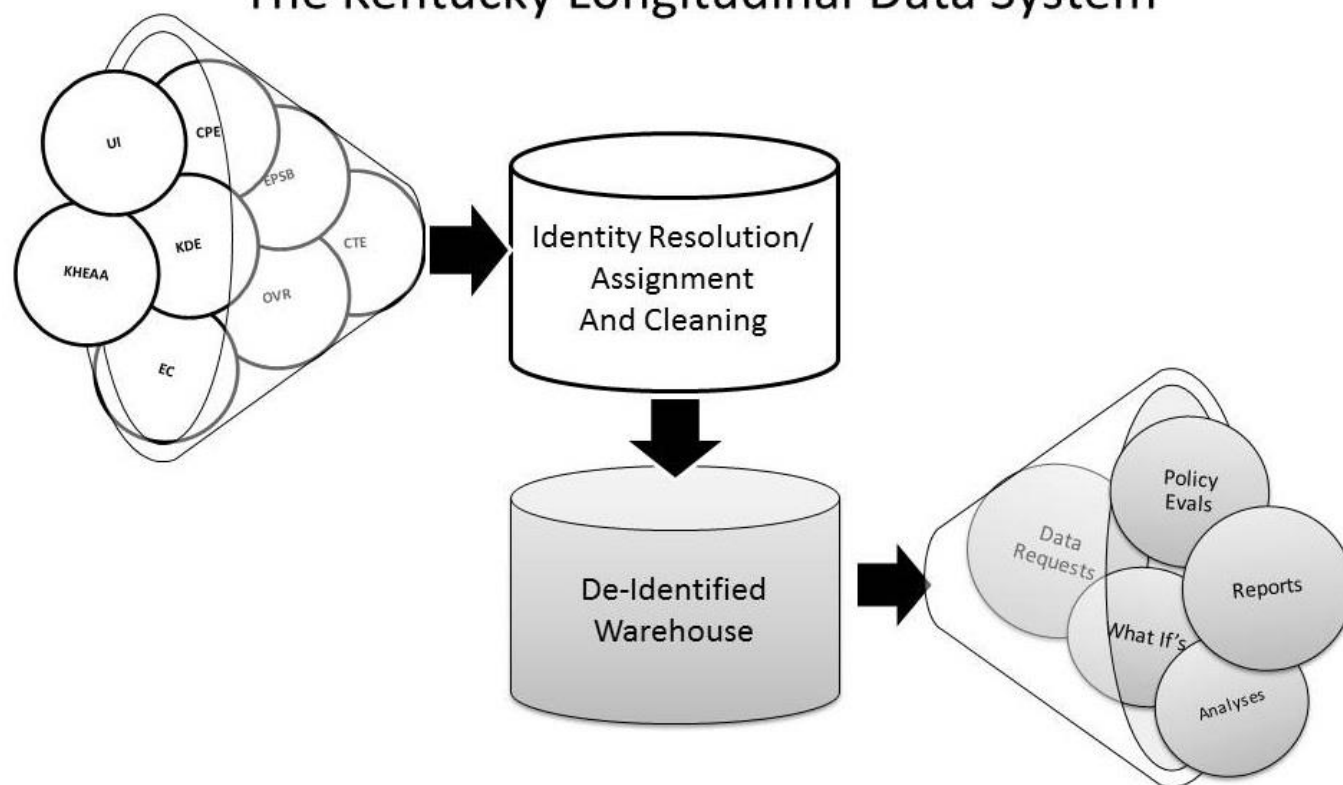
Ensure the collection of the right data to inform policy and practice among the partners to create an efficient and effective talent pipeline.

Impact on K-12:

- Creative State Financial Strategies
- Kentucky Longitudinal Data System

Data and Performance-Informed Decision Making

The Kentucky Longitudinal Data System



Data and Performance-Informed Decision Making



CTE data provided to the Kentucky Longitudinal Data System

- Student Demographics
- Pathway Enrollments
- Student Objective
- Industry Certifications
- KOSSA
- CTE Dual-Credit Hours
- Credentials (Diploma/GED)

Data and Performance-Informed Decision Making



Key CTE Research Questions:

What percentage of students graduating Career Ready successfully transition to adult life one year out or even five years out? How does this compare with students not meeting Career Ready benchmarks?

What regional sectors/needs are not being addressed through current pathway enrollments in CTE? Are we supplying a trained workforce to meet the sector demands? Are students working in the area in which they received their training?

What is the return on investment for career and technical education programs in Kentucky? What impact are CTE students making on Kentucky's economy?

Does obtaining specific industry certifications have an impact on earnings and employment?

Data and Performance-Informed Decision Making



Next Steps

- OCTE is one partner collaborating with the Kentucky Center for Education and Workforce Statistics (KCEWS) on a grant opportunity to improve and expand the Kentucky Longitudinal Data System.
- In 2015-2016, all Career and Technical Education Centers, including Area Technology Centers, will use Infinite Campus for scheduling, attendance, grades, etc.
- Upgrade and improve the TEDS system for stakeholders.
- OCTE office-wide data retreat series is implemented to ensure the right data is collected and to analyze existing data to improve practices.
- CTE specific CCR Data 101 sessions will be conducted with districts/schools.

CCR Accountability–School Report Card Tab for CTE

[Profile](#)
[Accountability](#)
[Assessment](#)
[Program Review](#)
[Learning Environment](#)
[Finance](#)
[Delivery Targets](#)
[Career and Technical Education](#)

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Kentucky
State Membership: 654,289

School Year: 2013-14
Commissioner: Terry Holliday, Ph.D.

[Career Pathways](#)
[Perkins](#)
[CTE Specific College and Career Readiness](#)

Career Pathways

Students' roadmaps to college and career readiness - pathway enrollments and industry certifications earned.

Last Updated Date: 11/14/2014

Career Pathway	Total Enrollments	Total KOSSA and Industry Certifications Earned
	State	State
ACADEMIC ENRICHMENT	31	0
ACCOUNTING	1,389	223
ADMINISTRATION SUPPORT	14,073	2,218
ADVANCED MANUFACTURING	610	62
ADVERTISING	369	55

CCR Accountability–School Report Card Tab for CTE

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Perkins

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) requires a state performance accountability system to promote continuous career and technology education (CTE) program improvement. Federal funding is dependent upon the State meeting performance goals that address the eight core indicators for student achievement outlined in the federal law. Local school districts and multidistrict career centers (LEAs) are assessed annually for performance on these eight indicators, which are referred to as the Perkins Performance Measures.

Last Updated Date: 11/13/2014

Performance Measure	Total Accountable Enrollments	Number of Students Meeting Benchmark	Performance Goal
	State	State	State
Academic Attainment - Mathematics - 1S2	17,774	5,928	Met
Academic Attainment - Reading - 1S1	18,682	9,747	Met
Technical Skill Attainment - 2S1	16,055	11,241	Met
Secondary School Completion - 3S1	18,845	18,724	Met
Student Graduation Rate - 4S1	19,007	18,724	Met
Secondary Placement - 5S1	13,416	12,037	Not Met
Non-Traditional Participation - 6S1	98,432	36,509	Met
Non-Traditional Completion - 6S2	13,743	2,708	Not Met

> Note: *Perkins Performance Measures reported to the United States Department of Education include secondary students in Career Pathways at Post-Secondary institutions. The School Report Card Perkins tab only reflects secondary students in Career Pathways at Secondary institutions. Numbers and Performance Goal status on the School Report Card may differ from the data reported to the United States Department of Education for federal Perkins accountability.

CCR Accountability–School Report Card Tab for CTE


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Career and Technical Education Specific College and Career Readiness

College and Career Readiness data for students listed as preparatory in a career pathway at this specific institution.

Last Updated Date: 11/14/2014

College and Career Readiness

Total CTE Senior Enrollments	Total Senior Preparatory Enrollments	College Ready	Career Ready				Career Ready Total	% of CTE Preparatory Students College and/or Career Ready	Number of Preparatory Students BOTH College and Career Ready
			Career Ready Academic		Career Ready Technical				
			Work Keys	ASVAB	Industry Certification	KOSSA			
State	State	State	State	State	State	State	State	State	State
38,414	20,563	11,160	7,862	3,584	5,648	9,154	7,822	68.5 %	8,635

Communications

Develop and implement a cross agency communication strategy that reinforces the education, economic development and workforce development activities and accomplishment toward our vision for a world-class talent pipeline.

Impact on K-12:

- “Get Ready” Brand and Messaging Tools
- Identify Business and Industry “Champions”

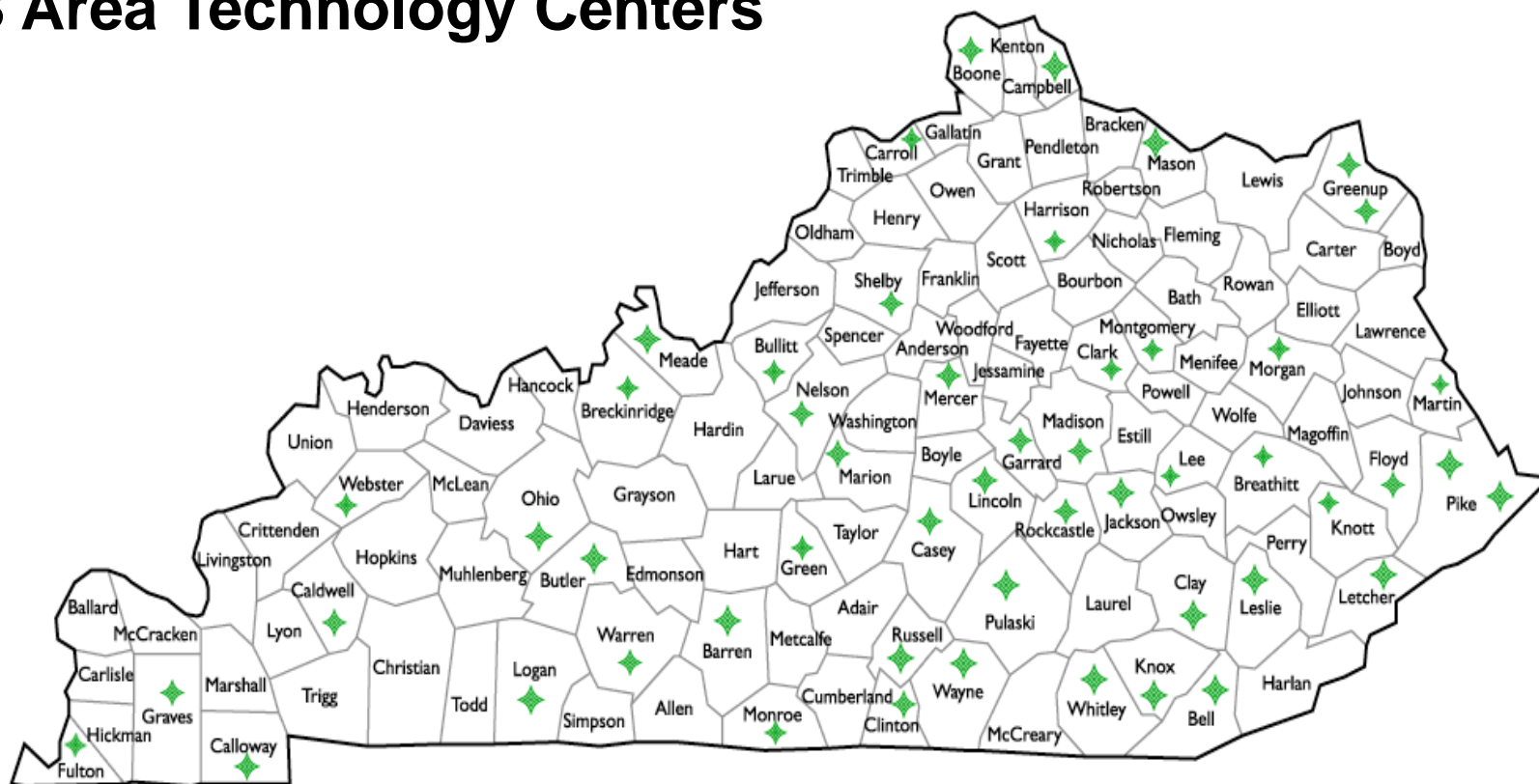
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KY Tech System Updates

KY Tech Schools

53 Area Technology Centers



Personnel and Student Enrollment

Personnel

- 555 Full-time employees in KY Tech Schools

Enrollment Information

	2012-2013	2013-2014	2014-2015
Student Count	19,856	20,047	21,682
Preparatory Count	5900	6313	6721
Pathway Options	42 pathways	52 pathways	87 pathways

* Increase in pathways due to additional staffing and changes in CTE Program of Studies.

KY Tech Improvement Efforts

Goal 1: Increase the percentage of preparatory students who are college and/ or career ready.

Measureable objective: 75% of 12th grade students will demonstrate a proficiency as graduating preparatory career ready or college and career ready students in Career & Technical by 5/30/2016 as measured by the Technical Education Data Base System (TEDS).

- 2012-2013 - 47.6%
- 2013-2014 - 66.2%

KY Tech Improvement Efforts

Goal 2: Increase the percentage of seniors who achieve preparatory status in CTE programs.

Measureable Objective: Increase the percentage of graduating seniors who achieve preparatory status in a CTE program from 71.6% to 85% by 06/30/2016 as measured by (TEDS).

2012-2013: 59.4%

2013-2014: 71.6%

⁶¹KY Tech Improvement Efforts

Goal 3: Implement the Professional Growth and Effectiveness System.

Measureable Objective: Transition to the Teacher/ Principal Professional Growth and Effectiveness System by 7/01/2016 as measured by all teachers/principals using the system.

2013-2014: 6 pilot schools

2014-2015: 10 pilot schools

2015-2016: 53 schools (principal and 2 teachers)

2016-2017: Full implementation at 53 schools

KY Tech Improvement Efforts

Goal 4: Provide professional learning and support for teachers and administrators that promotes project-based learning.

Measureable Objective: Ensure all KY Tech Schools have received training on implementing project-based learning by 6/30/2016 as measured by participation logs.

2014-2015: 15 centers participated in the Technology Centers That Work Enhanced CT

2015-2016: 21 centers will participate in Technology Centers That Work Enhanced CT

⁶³ KY Tech Improvement Efforts

Goal 5: Increase the number of KY Tech Students participating in the Work-Based Learning.

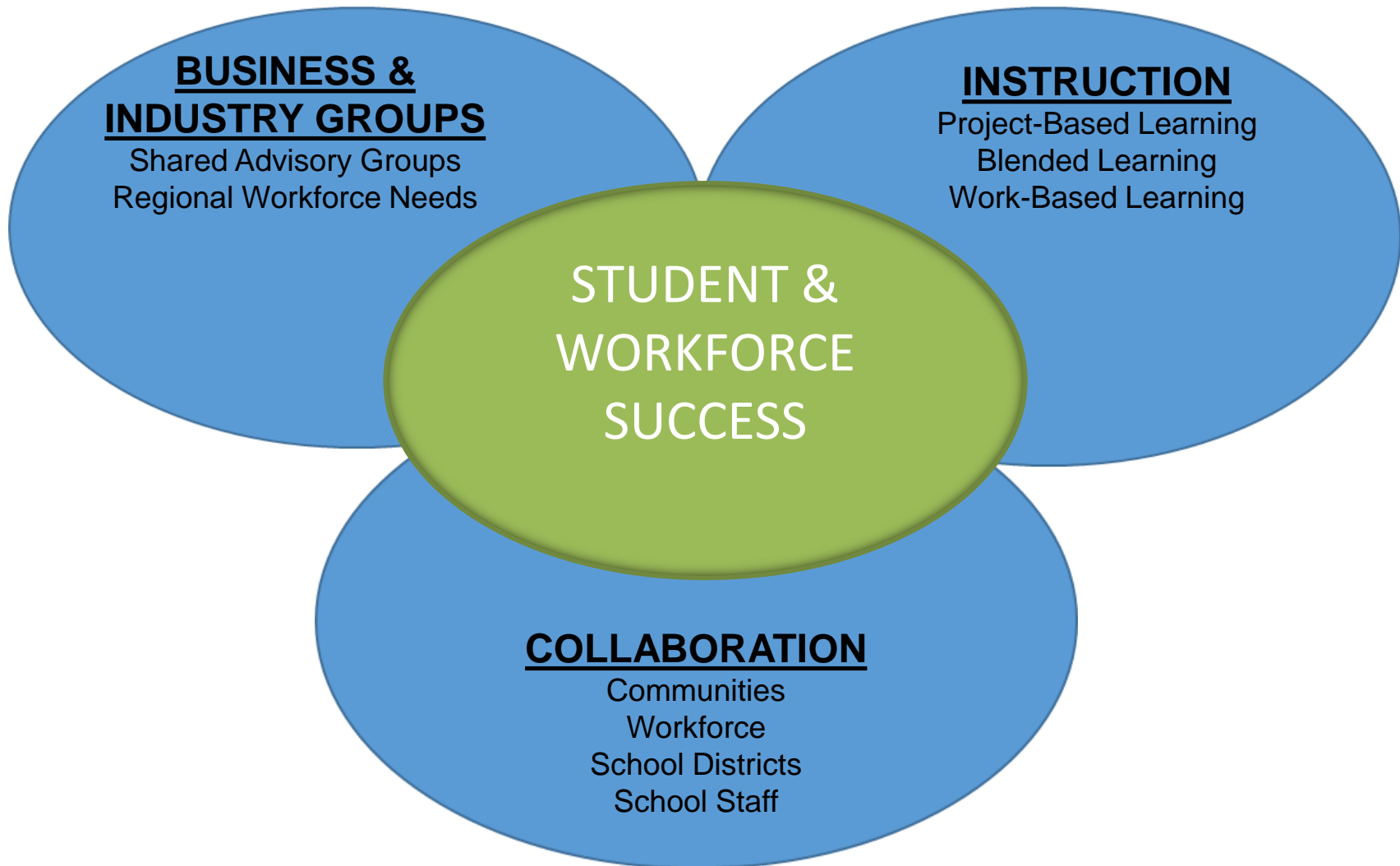
Measureable Objective: Increase the number of KY Tech Schools participating in the TRACK pre-apprenticeship program as measured by TEDS.

2013-2014: 2 ATCs participated in manufacturing pre-apprenticeship programs

2014-2015: 23 ATCs participated in manufacturing, electrical, and/or carpentry TRACK program

Collaborative Model

iLead Academy and Carroll County ATC



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Biennial Budget Requests

Equipment

REQUEST: A one-time bond of **\$30,000,000** to upgrade equipment in schools and technical centers that provide programming that aligns with regional and/ or state economic sectors.

WHY?

- ☐ Two reports based on recent studies conducted on career and technical education in Kentucky have indicated the need to upgrade equipment in schools and technical centers.
- ☐ The estimated value of current equipment used for CTE in schools and centers is approximately \$35 million dollars, requiring an additional annual allocation of \$3.5 million dollars from the state to maintain and update those resources.
- ☐ No allocations for equipment at the state level has been made since

Industry Certifications

REQUEST: **\$1,000,000** to create a tiered reimbursement program for the successful earning of valid industry certifications.

WHY?

- ❑ Industry certifications play a vital role in the development and growth of today's workforce. They are an acknowledgement of an individual's skills, knowledge, and abilities for many of our state's high-demand career fields.
- ❑ Cost is a barrier for many students... the price for industry certifications can range from as little as \$10.00 to as much as \$500.00.
- ❑ The tiered system would financially support all valid industry certifications, but would place the highest emphasis on those certifications and credentials that align to Kentucky's priority industry

Locally-Operated CTCs

REQUEST: Increase the amount of funding for Kentucky's locally-operated CTE centers (LAVECs) to **\$6,300,000**.

WHY?

- ❑ The LAVEC funding level has been stagnant for almost 10 years, while the number of requests for new centers and programs has increased each year.
 - In the past five years, four schools have been added to the funding formula (which continues to make the allocation smaller for all who qualify).
 - Three districts are requesting to be added to the funding formula beginning with the 2016-2017 school year.

Regional Technical Centers

REQUEST: **\$1,000,000** to award four (4) \$250,000 planning grants for the establishment of regional technical centers.

WHY?

- ❑ Two recent reports on the state of career and technical education in Kentucky have indicated the need to merge the locally-operated and state-operated centers into one system.
- ❑ Whether true or not, a widespread perception exists that either state-operated or locally-operated technical centers are receiving more funding than the other one. The sense of inequity works against efforts to advance the goal of a unified world-class CTE system.
- ❑ Successful collaboration model of iLEAD Academy / Carroll County ATC

Additional Supports

REQUEST: Additional supports totaling **\$3,000,000** to address the need for new and on-going professional learning, technical skills updates, project-based learning training/ resources and technical assistance for implementation of CTE programs.

WHY?

- ❑ The Thomas P. Miller & Associates CTE Funding Study (2015) identified instructor/ student supports as an area of need for KY CTE in order to develop a skilled workforce the Commonwealth will need to move forward and be globally competitive.
- ❑ A stronger, more well-prepared CTE teacher workforce, as well as expanded contextual learning experiences for CTE students will lead to the development of stronger skills and competencies required by business and industry.

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Career and Technical Student Organizations (CTSOs)

Kentucky's Eight CTSOs...



❑ Kentucky has eight Career and Technical Education Student Organizations with a membership of 47,000+ students and teachers.

❑ Co-Curricular and competitive events in relation to course content that further prepares students for CCR.

❑ Leadership, Workplace Readiness, Competition, Service Learning, Patriotism, Communication Skills

❑ Advocacy – students love their organizations and want the world to know about it!





UNITE TO SERVE

2015-16 CTSO Project

Advocacy, Career Awareness, and Literacy

VIDEO:

Success in the New Economy

Question & Answer Session

