Consolidated Annual Report 2014

Program Year
July 1, 2014 – June 30, 2015

Kentucky Department of Education
Office of Career and Technical Education

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Background
This document contains the required annual report on the state-level activities conducted in Kentucky through the benefit of federal funding from the Carl D. Perkins Career and Technical Education Act of 2006. In addition to the state-level activities, a report on the achievement of career and technical education students is addressed, according to the requirements within the Act.

Section 121: State Administration

A. Sole State Agency and Governance Structure
In Kentucky, the Kentucky Board of Education (KBE) serves as the State Board for Career and Technical Education. The Kentucky Department of Education (KDE) administers secondary Carl D. Perkins funds. The Director of the Office of Career and Technical Education (OCTE), KDE, serves as Perkins State Director and provides oversight and coordination of all Perkins activities. OCTE also implements and monitors the secondary and postsecondary Perkins grants, provides technical assistance to secondary career and technical education programs, the Kentucky Community and Technical College System (KCTCS), and three regional universities in the state. The Kentucky Board of Education has delegated to the Kentucky Workforce Investment Board the state leadership activities referred to in 20 U.S.C. sec. 2344 to be conducted in accordance with the required and permissible uses of funds specified in the Carl D. Perkins Career and Technical Education Act of 2006 and subsequent amendments thereto. The maximum amount of funds allowed by 20 U.S.C. sec. 2322 (a) (2) are reserved and made available for state leadership activities.

The Kentucky Office of Career and Technical Education (OCTE) is committed to improving the instructional quality of career and technical education programs throughout the Commonwealth. Our goal is to provide the leadership and guidance necessary to build and maintain relevant and rigorous career and technical education programs that meet the needs of business and industry. We work to assure all career and technical education programs continuously improve and meet the Perkins accountability performance measures. Programs are improved through the collection and analysis of data gained from a stringent program assessment process. Career and Technical Education programs in Kentucky are offered to students in middle and high schools, area technology centers, community and technical colleges, adult and juvenile correctional facilities, the Kentucky School for the Deaf (KSD) and regional universities across the state. Input from industry, community leaders, students, parents and educators play a vital role in curriculum development and instructional improvement.

Section 124: Implementation of State Leadership Activities

A. REQUIRED USES OF FUNDS

(1) Conducting an Assessment of the Career and Technical Education Programs Funded Under Perkins IV

The Office of Career and Technical Education (OCTE) has managed program assessment for secondary career and technical education (CTE) programs since 2001. This process has raised the quality of career and technical education programs statewide. The stakeholders developed a process and a 21-standard document (later revised to 17 standards) by which to assess the CTE programs. The document is revised every two years to begin a new two-year cycle of assessment team visits. OCTE provided technical support for continuous improvement within the locally and state operated technical education programs. The findings of the assessment teams are entered into a database and are (1) shared with the schools for their use in developing program and school continuous improvement plans; (2) used for the development of the OCTE district continuous improvement plan and (3) used to provide professional development for teachers and administrators. The Perkins accountability measures are a component of the assessment instrument.

The instrument used for program assessment has been developed with input from administrators, secondary and postsecondary teachers, and business and industry representatives to evaluate technical programs at the secondary level in area technology centers and locally controlled secondary programs within the high schools. The goal of the assessment project is to ensure that all technical programs operated by state and local school districts are offering

students the same quality of program offerings, and ultimately, the same opportunities for employment and a seamless path to postsecondary education. The assessment document evaluates 17 standards and impacts over 500 programs.

Team visits were conducted in 45 secondary state and locally operated technical schools and departments. These visits included stakeholders from business and industry, the Kentucky Community and Technical College System (KCTCS), Kentucky Department of Education (KDE), principals, and teachers. The visits were led by a university educator. There was a decrease in the number of business and industry participants over previous years. During each assessment visit, programs are thoroughly reviewed and evaluated in each of the following areas: technical and academic curriculum, lesson planning, postsecondary links, program contributions to the community, follow up and placement, classroom safety, involvement in student organizations, incorporation of technology in the classroom, work-based learning opportunities for students, Perkins performance measures results, teacher certification, and professional development.

Technical assistance was given to teachers, principals, and coordinators as visits were made. Training was provided throughout the school year and summer. A website has been developed (http://www.kytech.ky.gov/programassessment.htm) to house the assessment instrument and allow schools access to the instrument to conduct a self-evaluation at the end of the school year. The website also includes instructions, supporting documents, resources, and examples of documentation. Data collected during team visits show programs continue to make improvement in meeting the 17 standards with an average of 3.65. This is a slight decrease of 0.07 from the previous school year. This shows programs still need to work on improving to meet the program assessment standards. Improvements resulting from the assessment visits have included incorporating more writing into daily instruction, emphasizing related math embedded in the instructional content, and more participation in student organizations. Perkins performance measures are incorporated into the assessment instrument and this has helped instructors and administrators see the link between the federal and state evaluation criteria and make more effort to increase both.

KCTCS works with its colleges in analyzing their performance data, pinpointing areas of strength and weakness, and developing an improvement plan to identify and correct deficiencies. Assistance is provided to ensure programs have the support needed to implement new procedures or strategies to improve their performance. Evaluating the following criteria is part of this process:

- Program success based on performance indicators
- Professional development activities in which the teachers participated
- Updates in the curriculum based on business and industry needs
- Number of students placed in high skill, high wage, or high demand occupations

(2) Developing, Improving, or Expanding the Use of Technology in Career and Technical Education

Automotive Technology instructors in the Kentucky Tech System of Schools used the Today's Class/Melior Online Resource for the seventh time during the 2014-2015 school year. Sixty-two instructors signed up to take advantage of the service which was an increase of eight from the previous year. A total of 2,314 students were enrolled in the online classes (an increase of 392 from 2013-2014) and a total of 9,144 modules/classes were taken and passed by those students. The number of modules was an increase of 1,951 from the previous year.

The areas covered by the modules include Brakes, Electrical Systems, Suspension and Steering, Basic Engine Performance, Safety, Heating and Air Conditioning, Engine Repair, Manual Transmissions and Transaxles, Automatic Transmissions and Transaxles, and the newest SE/NATEF area/task list, Maintenance and Light Repair. These resources include all of the basic concepts to provide a solid foundation for ensuing laboratory work and practice. The online material can be accessed by the student at school or home on a 24/7 basis.

The Melior/Today's Class Online Curriculum Resource also includes the ASE Student Certification Test industry online end-of-program test in partnership with ASE/NATEF for automotive technology students, Lab/Task sheets in modules that are based on ASE/NATEF (industry) standards, pre-test and post-test measures, and online materials

that present algebraic and physics related material. The ASE Student Certification Tests are also developed in partnership with Skills-USA and AYES, which makes the tests even more relevant to the courses taught in the automotive curriculum. Two hundred fifty are included with the Today's Class Program.

In the fall and spring of 2014-2015 school year, a total of 960 students took the tests and 663 of them passed, most in more than one area. The state pass rate for this industry certification was 69% which is higher than the national pass rate of approximately 55%. Today's Class, through its career-based online automotive series, has elements that assist in meeting many of the requirements of the Perkins IV legislation, which is a major source of funding for our programs.

Murray State University offered 17 hours of dual credit agriculture classes to secondary students through the online iCEV program. This program is used to teach current CTE material and was used utilized by over 400 students in 50 plus high schools in Kentucky.

KCTCS formed partnerships between secondary and postsecondary educational agencies to provide access to education for Kentucky citizens who would not have the opportunity to learn if not for the convenience and accessibility of e-learning through the Kentucky Virtual University. KCTCS is continually planning and developing online courses to provide greater CTE educational opportunities to students. Professional development programs, including comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels were offered as well as six online courses in leadership.

The Technical Upgrade Training project provided training to upgrade the technical skills of secondary and postsecondary career and technical education teachers and program consultants in an effort to keep up with changing technology and industry trends. This is necessary to prepare students for the modern workforce and postsecondary education opportunities. It is a recognized component of the Kentucky College and Career Readiness accountability model. The training is designed to expand the teachers' knowledge using state-of-the-art equipment and processes. This knowledge is also necessary for teachers to be prepared to upgrade their industry certifications and prepare students to do the same OCTE conducted seven technical upgrade training workshops during the 2014-2015 school year, which had a combined attendance of 107 teachers representing nine career and technical education program areas.

(3) Offering Professional Development Programs, Including Comprehensive Professional Development (Including Initial Teacher Preparation) for Career and Technical Education Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors at the Secondary and Postsecondary Levels

The New Teacher Institute (NTI) is a joint effort with the state universities offering an approved teacher education-training program (certification) and OCTE. New technical teachers employed by OCTE, Job Corps training centers, and high school (non-degree) instructors participate in NTI in order to develop essential competencies in areas such as methods of teaching, working with special needs students, assessment techniques, group instruction, instructional media, classroom management, and lesson plan preparation in their first year of teaching. Participants are also required to prepare and present a lesson presentation that will be critiqued by participants and teacher educators. The initial five-day training is followed up three to six months later with a three day workshop. The three-day workshop brings participants together with teacher educators and state department staff to share experiences and develop strategies in planning, managing, organizing and evaluating instruction and teaching techniques. This program is integrated into the teacher internship and field-based education programs offered through the universities in Kentucky. New teachers participating in NTI receive three hours of college credit upon successful completion of the workshops. One hundred new teachers participated in the New Teacher Institute Five Day Workshop and 84 participated in the Three Day Follow-Up workshop. The NTI program is continuously improving its curriculum and delivery system to incorporate new teacher standards that are research based and reflective of best teacher practices in technical education.

The New Principal Orientation (formerly NPI – New Principal Institute) was designed to provide new area technology center principals overall information that focuses on major goals and objectives of a school principal. This orientation is conducted as needed throughout the year and is designed to provide the new principals

with learning activities such as problem-solving, brain-storming, team work, time management, and communication skills. This year five new principals attended the training. The NPO provides specific information to support the new principal's growth as a professional person to continue improvement, learning and understanding of instructional improvement, Technical Education Database System (TEDS) in Kentucky, federal requirements including Perkins, management of a technical school, supervision, administration and budget information, rules, regulations and responsibilities, school and program issues, working with local board of education, and working with business and industry/community relations.

This year, seven Kentucky Tech construction industry teachers took advantage of a grant opportunity to attend Occupational Safety and Health Standards (OSHA) training at Eastern Kentucky University. The workshop was three days in length and allowed these instructors to obtain certification or become recertified in Occupational Safety Standards. This is a valuable resource that is used as teachers provide instruction on the importance of safety training in the classroom.

A cohort composed of ten teachers participated in the Kentucky Master Agriculture Teacher Program. This program is designed to provide teachers in the early part of their career with the resources and skills that will help them become successful. This two-year program will help teacher learn how to increase the quality of work-based learning opportunities, expose them to resources to help them advocate for their local programs, engage in a mentoring program and better utilize FFA in the curriculum.

Each eligible university received a Perkins Leadership Grant to enable educators to participate in state and national professional development opportunities. These educators attended conferences sponsored by organizations such as the Association for Career and Technical Education, National Association for Career and Technical Information, Association for International Technology Engineering Education Association, Association for Supervision and Curriculum Development, National Association for Young Children, and National Future Farmers of America.

Western Kentucky University sponsored the Teacher Leadership Academy. This academy was based on the "Teacher Leader Model Standards" put out by the Teacher Leadership Exploratory Consortium. The objectives for the project included: excellence in the classroom; becoming a better leader in the school; and becoming an advocate for CTE in the community.

KCTCS also provided a variety of initiatives geared toward technical/program faculty development including a Master Teacher Seminar and the New Horizons Conference on Teaching and Learning. The Master Teacher Seminar is a hands-on, interactive program that supports development of improved and enhanced instructional abilities. The New Horizons Conference provided interactive presentations and sessions on a wide variety of topics relevant to instruction and technical programs. Regional institutes focused on applications of augmented reality in the classroom were offered.

(4) Providing Support for Career and Technical Education Programs That Improve the Academic and Career and Technical Skills of Students through the Integration of Academics with Career and Technical Education

The Office of Career and Technical Education piloted Technology Centers That Work (TCTW) with 13 state operated area technology centers and three locally operated centers. The initiative provided project-based learning professional development for both staffs focused around the integration of academics into CTE content. The professional development activities were followed with coaching sessions where project-based learning experts provided one-on-one assistance to CTE teachers.

Kentucky Tech principals were trained in the use of the professional growth and effectiveness professional learning. This system will help principals work with their teachers to improve both the academic and career and technical skills of students.

OCTE, along with SREB, improved previously developed curriculum designed to expand a career pathway in informatics that has academics built into the curriculum. This curriculum developed best practices for teaching concepts to students including project-based learning. The training that was part of the curriculum development

helped instructors to have a better understanding of how to integrate academics into the curriculum and provided them with project objectives, end of project assessments, and end of course assessments.

(5) Providing Preparation for Nontraditional Fields in Current and Emerging Professions, and Other Activities that Expose Students, Including Special Populations, to High Skill, High Wage Occupations

The equity coordinator for OCTE is providing support and guidance to secondary and postsecondary schools through workshops, technical assistance, website and the distribution of resource materials. Kentucky is an active member of the National Alliance for Partnerships in Equity (NAPE). Kentucky relies on the organization's distribution of current resource materials and research on a regular basis through emails, newsletters, workshops and conferences. Kentucky participates in the NAPE annual conference and uses the research and information to develop equity workshops and activities, such as grants for professional development activities, to assist principals and teachers in Kentucky. Since the 1996 legislation, increasing the participation of students enrolled in programs preparing students for nontraditional employment has been a statewide goal.

The non-traditional funds were allocated to provide online professional development to 20 state-operated area technology centers to assist them in the recruitment and retention of nontraditional students. Of the 20 centers, 12 of them completed the program and five completed parts of the program.

KCTCS held a series of camps for students to encourage them to enter a career pathway for high skill, high wage occupations. The goal of the program is to increase the awareness of technical careers and the relevance of educational career pathways to youth ages 12 to 15. The programs introduced middle and high school students to technical career pathways and the options of earning college credit in high school before transitioning to a KCTCS college to earn an associate degree. Over 1,000 students participated in the camps. KCTCS also sponsored a "Women in Computing" conference to provide support and training for non-traditional students in the profession.

(6) Supporting Partnerships to Enable Students to Achieve State Academic Standards and Career and Technical Skills or Complete Career and Technical Programs of Study

CTE programs within Kentucky are required to have an advisory committee made up of business and industry representatives to provide input for program and instructional improvement. The committee meets at least once each year. The contacts provided through advisory committees help in developing community partnerships that provide valuable resources to teachers and students, especially mentoring, cooperative work experience opportunities, and job placement. In addition to business and industry partnerships at the local and state level, partnerships among and between levels of educational institutions are ongoing. Secondary CTE educators work with postsecondary partners at the community and technical college level and university level in developing curriculum, assessments, and articulation agreements. Kentucky Tech encourages its schools to make a greater effort to become involved with business and industry, particularly in curriculum and assessment development.

The president (or designee) of KCTCS continually meets with industry leaders to determine their needs. Information from these meetings is used by curriculum committees in the review of current curriculum and the development of new programs. Industry leaders were used in the KCTCS Delphi Studies project to determine if tasks were used in industry and how frequently they were used. Postsecondary schools are encouraged to work closely with secondary partners to provide a link for their students into postsecondary education. Fifteen CTE courses/curricula were expanded, revised, or developed consistent with the alignment of the KCTCS board policy, needs of business and industry and/or accrediting/regulatory agencies. Priority was given to the following pathways: industrial maintenance, medical information, administrative office, computer and information, electrical, engineering and electronics, air conditioning, welding, diesel, and automotive technologies; business studies, visual communication, medical assisting, education, nursing, practical nursing, human services, and physical therapist assistant.

(7) Serving Individuals in State Institutions

The Kentucky Department of Corrections Education Branch provides educational opportunities for inmates housed within the adult public correctional facilities. Ten technical certificate programs at 12 correctional facilities are offered tuition free. Programs offered include Electrical Engineering, Horticulture, Air Conditioning, Carpentry, Masonry, Small Engine Repair, Automotive Technology, Business, Auto Body, and Welding.

Perkins funding was utilized to provide new software, equipment and instructional materials to meet curriculum revisions and industry standards. Updating of equipment has continued to be a priority during the past year due to curriculum revisions. Funding was also used to provide professional development opportunities to faculty. Faculty continued to work on the implementation of collaborative programs between technical and academic departments to assist students in overcoming educational barriers to ensure they have the opportunity to reach the highest level of educational opportunities available. The correctional education program continually strives to meet the needs of its students through continued curriculum development, state-of-the-art equipment, and adequate career counseling services.

The Department of Corrections offers various industry certifications to the inmates. The National Center for Construction Education and Research (NCCER) curricula is used in the carpentry, electricity, masonry, HVAC, and welding programs. In the 2014-2015 school year, offenders completed 5,289 NCCER modules. At the end of this year, 106 students passed the NOCTI exit exams in non-construction areas. Microsoft Office Specialist (MOS) and cabling/networking certification programs are offered in partnership with Eastern Kentucky University. Approximately 170 students obtained one or more of these industry certifications.

The ten Youth Development Centers primarily used their Perkins funding for professional development activities and training among the sixteen technical instructors. This type of training allows instructors to remain current with industry trends and teaching methods and impacts approximately 777 students. It also provides them an opportunity to interact with other teachers in the same type of classroom setting and allows them to share best practices.

(8) Providing Support for Programs for Special Populations That Lead to High Skill, High Wage, and High Demand Occupations

During the year, programs, services, and activities have been incorporated in CTE programs for individuals with disabilities, those from economically disadvantaged families, individuals preparing for nontraditional training and employment, and those with limited English proficiency. Supportive services included: readers, tutors, special needs coordinators, disability coordinators, and liaison personnel.

Issues relating to students with special needs were presented at each of the NTI workshops. The presentation was made to introduce the concept of special populations to the new teachers. This presentation included a section on IDEA, types of special populations, and the types of accommodations that might be used to help students with special needs. During the three-day follow-up sessions, new teachers were presented with scenarios to help the new teachers become more familiar with what students with special needs might look like as well as what accommodations might be implemented to assist these students.

The Kentucky School for the Deaf (KSD) is a residential facility for students with hearing impairments and also serves some hearing students from surrounding school districts. The majority of the Perkins funds received were used for professional development for instructors. The Perkins Leadership Grant has assisted in enhancing student technical skills through the use of emerging technological devices and lab equipment. Updated technology has provided training for students on up-to-date equipment and processes used by business and industry as well as improve student access to communication when working with hearing people. This grant has helped to facilitate the employability for deaf and hard of hearing students in their chosen career field. By modernizing the technology available for KSD's CTE programs, and enhancing students' communication skills and technical knowledge, students are provided with the equitable opportunity to become college and career ready.

OCTE provided technical assistance to educational leaders regarding programs, services and activities for special populations. Technical assistance and professional development focused on strategies for helping students from

special populations succeed in career and technical education programs. Staff participated in a regional fair for students with disabilities. Major emphasis at the fair was on transition and employability skills. Participants in each fair included school personnel, counselors, related agencies, and postsecondary education representatives. The annual Career and Technical Education conference provided a variety of opportunities for personnel to update strategies on working with special populations. Special emphasis was given to areas such as: understanding and implementing the IEP; working with students in nontraditional programs; and accommodations for students beyond high school.

A pilot program to help those students who are on an alternate assessment become college and career ready was developed. Four high schools were chosen to implement the pilot program. This program was developed by representatives of the local education cooperatives, higher education, vocational rehabilitation, parents of students with special needs, and the Office of Career and Technical Education.

KCTCS employees work with students who have physical or other disabilities. When students request accommodations, the counselor and the student discuss what is needed and the counselor works with appropriate teachers to see that the students get the help needed. KCTCS provided services to special populations at all colleges. Low-income students are provided with the opportunity to apply for financial aid and receive Pell Grants, CAP Grants and other aid if they meet the qualifications.

Students with disabilities are provided reasonable accommodations at all colleges. Each district has an employee who is designated to work with students with disabilities. If they meet the ADA guidelines, they are provided with instructional accommodations, adaptive equipment, and assistive technology as needed. The schools also meet the requirements for physical access to buildings or modifications are made. Many programs and classes are provided for students who are not academically prepared for college level classes. All new students are required to take a placement test and must take developmental classes if the scores indicate they are needed. This ensures that they are ready for the challenges of college level classes. Many schools already meet the needs of English as Second Language (ESL) students and others are implementing ESL classes as the community population changes. Postsecondary and secondary educators are always striving to improve their services to meet new needs of the students.

A statewide organization is dedicated to improving CTE access and training to students with special needs. The Kentucky Association for Career and Technical Education – Special Needs Personnel (KACTE – SNP) organizes sessions at the annual summer conference to provide updated information on working with different special needs populations, showcases best practices, and provides opportunities for networking with others who work with special needs students. Information is also disseminated via a newsletter and a website. The association board is scheduled to meet quarterly throughout the year. The association awards two $500 scholarships to students with special needs, one for a secondary student transitioning to a postsecondary career and technical education program and one for a student already enrolled in postsecondary career and technical education.

During the past twelve months, both the Office of Next Generation Schools and Districts and the Office of Career and Technical Education conducted civil rights site visits. On-site visits were used as monitoring tools for schools receiving Perkins funding. Based on data (gender, sex, disability enrollments) from the Technical Education Database System (TEDS), on-site civil rights visits were conducted at schools that had a high disproportionate number in specified criteria of student populations and enrollments. A minimum of four on-site visits were conducted by the Office for Next Generation Schools and districts and two visits were conducted by the Office of Career and Technical Education. These visits are based on the minimum percentage established by USDOE Office for Civil Rights.

(9) Offering Technical Assistance for Eligible Recipients

Technical assistance is available on an ongoing basis. Consultants and managers provide workshops as well as on-site assistance for instructors and administrators for curriculum development, assessment development and instructional improvement. The Data and Return on Investments Branch provides information on the KY TECH website for Perkins related issues, sends informational e-mails and correspondence and provides workshops and on-site assistance for a variety of issues. Assistance was provided to schools to assist them in preparing the local

funding application, interpreting accountability reports, and preparing local plans for improvement. A large amount of support is provided for the Technical Education Database System (TEDS), Kentucky's data collection system for federal reporting. During the 2014-2015 school year, technical assistance was provided to 277 high schools, middle schools and locally operated area technology centers, 53 state operated area technology centers, and 16 community and technical colleges with 67 campuses and three universities. Beginner and update training sessions were conducted for secondary and postsecondary staff.

Due to continual advancements and changes in the realms of technology, curriculum meetings have been held in the Agriculture, Business and Marketing, Engineering, Family Consumer Science, Health Sciences, Information Technology, Manufacturing, and Transportation programs. The curriculum committees include representatives from all regions of the State of Kentucky with approximately ten to twelve members at each meeting. As a result of these meetings, changes were made to assessment items (further developed per standard), instructional resources were developed and details of content/process course description pages for the specific Program of Studies document for the aligned program area. Pathway course alignment was completed on an individual basis this year all program areas producing the newly formatted 2015-2016 Preview to Pathways document.

The continual need to create up-to-date and relevant instructional supports in each career cluster and each individual program within the Kentucky career and technical educational system continues to be a priority for the consultants. Instructional supports reflecting the needs of business, industry, and post-secondary educational institutions in Kentucky were created and are now being used by Kentucky career and technical education instructors across the state. This information has become a valuable resource for new teachers as well as those who have been in the classroom for several years.

B. Permissible Activities (Section 124)

(1) Improving Career Guidance and Academic Counseling Programs

State level funds were not use for Improving Career Guidance and Academic Counseling Programs in 2014-15. However, many school districts used their local Perkins funds to provide career guidance and career coaches for students.

(2) Establishing Agreements, Including Articulation Agreements, to Provide Postsecondary Education and Training Opportunities for Students

Articulation agreements for all technical programs offered in KY Tech secondary area technology centers are in place and are reviewed annually. Discussions are ongoing with two-year technical colleges and seven regional universities within the state, and with selected private and technical colleges in Kentucky and the neighboring states of Ohio, Indiana, Illinois, and Tennessee. Additional work has been completed to support growth, sustainability and equal access to CTE dual credit coursework in a recent revision of the Statewide Dual Credit Policy. The goal is to provide Kentucky students the opportunity for a seamless transfer of credits from the secondary to postsecondary level, encouraging a better-educated workforce and potential economic development opportunities for our state.

(3) Supporting Initiatives to Facilitate the Transition of Sub-baccalaureate Career and Technical Education Students into Baccalaureate Programs

The 16 KCTCS campuses work closely with regional four-year institutions to ensure that all students have viable pathways to bachelor's degrees. KCTCS programs include pathways with stackable credentials – certificates that build into diplomas and diplomas into associate degrees. Additionally, KCTCS also has system–wide transfer agreements with several public regional universities and many private 4-year institutions for technical programs. The completer degree programs at Morehead State University and Western Kentucky University are prime examples of degree programs that allow students from multiple technical program areas to complete degrees with additional general education and management courses that expand employment opportunities for CTE students.

CTE secondary-postsecondary dual credit programs are aligned to provide secondary students with accelerated, low-cost access to postsecondary credentials.

(4) Supporting Career and Technical Student Organizations

In Kentucky, Career and Technical Student Organizations (CTSOs) are co-curricular with the program areas. Each program area aligns with a CTSO where students are taught leadership skills and community support. Students are encouraged to participate in regional, state, and national conferences. Students from career and technical student organizations (DECA, FBLA, FCCLA, FEA, FFA, HOSA, PBL, Skills USA-VICA, and TSA) represented Kentucky at state and national leadership conferences. Through the leadership training opportunities and the competitions, technical skills taught in the classroom are enhanced. Advisors supervised students at conferences and attended updates for conference activities, award programs, ran competitive events, and participated in conference forums. Teachers who sponsor the student organizations participate in a leadership development seminar each year. The purpose of the seminar is to update the teachers on new competitive events and guidelines, and to enable them to make student organizations an integral part of their program. As a result, students and teachers became more aware of career and technical education initiatives. The networking opportunities provided through participation in conference activities assist advisors in establishing resource contacts with fellow technical educators.

(5) Supporting Career and Technical Education Programs That Offer Experience in, and Understanding of, All Aspects of an Industry

The Tech Ready Apprentices for Careers in Kentucky (TRACK) youth pre-apprenticeship program is a partnership between the Kentucky Department of Education's Office of Career and Technical Education and the Kentucky Labor Cabinet to provide secondary students with career pathway opportunities into registered apprenticeship programs. This is a business and industry driven program designed to create a pipeline for students to enter post-secondary apprenticeship training. Employers are able to tailor the program for their specific needs and are able to select the career and technical education courses and students for their apprenticeship pathway. This creates a competitive recruiting environment insuring that employers benefit by gaining future employees that have a good foundation and an interest in that occupation. Additionally, it enables students to receive a nationally recognized credential at little or no cost. A proven, best practice model is for the student to directly transition into the employer's registered apprenticeship program upon immediate completion of high school. At the employer's discretion, students can receive credit for both classroom and on-the-job hours toward the training requirement. There are no costs involved except for the student's wages.

The ultimate rationale for the TRACK program is that if an employer is willing to invest in Registered Apprenticeship, a pipeline at the secondary level can be developed utilizing the youth pre-apprenticeship model. More information can be found at: http://education.ky.gov/CTE/cter/Pages/TRACK.aspx.

(6) Supporting Family and Consumer Sciences Programs

Family and Consumer Science (FCS) programs, offered in both comprehensive high schools and area career and technology centers, receive Carl D. Perkins funds to help with program improvement. Kentucky currently recognizes seven career pathways in FCS: Consumer & Family Management, Culinary & Food Services, Early Childhood Education, Fashion & Interior Design, Food Science & Dietetics, Fundamentals of Teaching and Hospitality Services. Kentucky's state report for the AAFCS Pre-PAC assessments indicated that our Kentucky FCS students performed at or above the national average in 4 out of 8 tested areas. Technical assistance visits are offered to schools as well as opportunities to improve and/or enhance technical skills through the technical upgrade trainings that are offered to KY FCS teachers.

(7) Support to improve or develop new career and technical education courses and initiatives, including career clusters, career academies, and distance education that prepares individuals academically and technically for high skill, high wage or high demand occupations.

Kentucky has continued the development of the following pathways; Informatics, Energy Management, Energy Technician, and Food Science & Dietetics. Preliminary work in development of: Global Logistics, Space Systems Engineering, and Pre-Law Studies was initiated this year. Groups of business and industry representative and teachers were brought together to develop courses outlines, develop standards and create curriculum. Each pathway has a sequence of four courses. Teacher training has been conducted and pilot sites have be identified for implementation for Energy Management & Technician.

(8) Provide career and technical education programs for adults and school-dropouts to complete their secondary school education in coordination to the extent practicable, with activities authorized under the Adult Education and Family Literacy Act.

The Employability Skills Pilot that was launched in 2014 was expanded in the 2014-2015 school year. Perkins Leadership funds allowed Kentucky Adult Education to increase the scope of the pilot program from 11 to over 50 counties. KYAE offered a one-day workshop and follow-up coaching to 100 program staff resulting in the development of over 200 lessons contextualized for workplace readiness. In addition, the pilot was the impetus for the creation and adoption of the KYAE Employability Standards and the KYAE Lesson Bank, a repository of instructor created lessons that integrate opportunities for students to learn, practice and develop confidence in demonstrating the skills that employers seek.

(9) Developing Valid and Reliable Assessments of Technical Skills

Through membership in the Career and Technical Education Consortium of States (CTECS), the Kentucky Department of Education (KDE) College and Career Readiness Division has worked to complete activities outlined in the CTECS grant. This project served to enhance the Assessment project as well as benefit CTE programs statewide. Through new development and implementation of industry recognized standards, programs are better equipped to evaluate occupational specific technical and academic skill attainment. The funds for fiscal year 2014-15 were used to accomplish the following activities: provide direction and guidance in the improvement, expansion and development of occupational specific technical and academic skill standards and assessments through internal review and item analysis/item writing sessions; participate in a community of practice forum through which states work collaboratively on sharing resources and solving common problems related to standards and assessment development and implementation; coordinate the administration and use of assessment data for program improvement through professional development workshops at CTE Summer Conference and local schools/districts; provide leadership to state staff in the analysis of assessment data to drive curriculum, professional development, and technical assistance visits; provide technical assistance to schools in the administration of KOSSA; begin development of an item bank repository for state developed KOSSA items; conduct online pilot assessments in computer programming, information support and services, network administration, and web development; and administer 26 KOSSA and two TRACK area; and tested in excess of 27,000 students with a 59% statewide pass rate.

KCTCS completed a multi-year project to align technical program content to business and industry standards and identify an end-of-program assessment that measures a student's knowledge of program competencies that meet business and industry standards. This is an on-going process that will need to continuously be evaluated due to the changing needs of industry partners. KCTCS faculty and administration utilize assessment data to aid in the measurement of student attainment of career and technical skill proficiencies and program content, pedagogy, and student remediation.

(10) Developing or Enhancing Data Systems to Collect and Analyze Data on Secondary or Postsecondary Academic and Employment Outcomes

Teachers and administrators are encouraged to utilize data collected through the Technical Education Data System (TEDS) to impact instructional improvement within the classroom. Improvements continue to be made to the system which became operational in the year 2000 as a requirement of Perkins III. Each school is responsible for inputting student data for their programs, running summary reports, and utilizing the data for program improvement. The intranet software is becoming more user friendly as modifications are made yearly. User screens and summary reports were modified to make them more user-friendly.

New data fields are added as needed, such as industry certifications earned and end-of-year program assessments. Data entry screens allow the user to enter the same type of data for multiple students and new reports are identified and made available to schools each year to ensure they are collecting current data for Perkins accountability reporting and program improvement. In-service sessions were held throughout the year to train and retrain individuals to input data into TEDS. Approximately 700 secondary school staff attended the training sessions including secretaries, principals, teachers and counselors. Training sessions were provided to 67 staff members from the postsecondary institutions and Corrections. In-service sessions are held as needed to train and retrain individuals

to input data into TEDS. A CTE summer program is held each year in July and approximately 250 school staff attended sessions offered on TEDS and Perkins during the program. On-site workshops are held to teach teachers how to utilize information on the reports for program improvement. Statewide and school summary reports are routinely run at the state level to pinpoint schools not entering their data or to identify schools and programs that are showing weakness in meeting their accountability goals. Schools are then contacted and assistance provided. Data audits are conducted routinely to identify problem areas and efforts are ongoing to assist school personnel in accurately coding and entering information so that data more accurately reflects the success of the school.

(11) Improving the Recruitment and Retention of Career and Technical Education Teachers, Faculty, Administrators, or Career Guidance and Academic Counselors, and the Transition to Teaching from Business and Industry, Including Small Business

The New Teacher Institute (NTI) is a joint effort with the state universities offering an approved teacher education-training program (certification) and OCTE. New technical teachers employed by OCTE, Job Corps training centers, and high school (non-degree) instructors participate in NTI in order to develop essential competencies in areas such as methods of teaching, working with special needs students, assessment techniques, group instruction, instructional media, classroom management, and lesson plan preparation in their first year of teaching. Participants are also required to prepare and present a lesson presentation that will be critiqued by participants and teacher educators. The initial five-day training is followed up three to six months later with a three day workshop. The three-day workshop brings participants together with teacher educators and state department staff to share experiences and develop strategies in planning, managing, organizing and evaluating instruction and teaching techniques. This program is integrated into the teacher internship and field-based education programs offered through the universities in Kentucky. New teachers participating in NTI receive three hours of college credit upon successful completion of the workshops. One hundred new teachers participated in the New Teacher Institute Five Day Workshop and 84 participated in the Three Day Follow-Up workshop. The NTI program is continuously improving its curriculum and delivery system to incorporate new teacher standards that are research based and reflective of best teacher practices in technical education.

The Education Professional Standards Board oversees the Kentucky Teacher Internship Program process for career and technical education intern teachers. This program provides teacher mentoring consisting of 40 hours of out of class time for consultation between a trained resource teacher and the intern. The resource teacher provides an additional 20 hours of in-class observation and guidance during the schoolyear. A teacher educator, assigned by a university, provides an external review of the intern's performance as well as providing additional support and resources to the intern. The three member committee assigned to the intern (principal/resource teacher/teacher educator) assists the CTE intern in pursuit of meeting the Kentucky Teaching Standards during the year-long internship. The committee members observe the intern a total of nine times during the year. To become successful with the Kentucky Teacher Standards, the intern must demonstrate the effects of teaching based on positive student achievement outcomes.

2. Implementation of State Program Improvement Plans (Section 123)

Secondary Accountability Data for 2013-2014			
Measure	**State Goal**	**State Measure**	**Number of Schools NOT Meeting 90% of Goal**
1S1 – Academic Attainment Reading: (Senior preparatory students scoring proficient or above on EOC assessment in English II)	31.69%	55.42	8
1S2 – Academic Attainment Math: (Senior preparatory students scoring proficient or above on EOC assessment in Algebra II)	31.60%	34.77	131
2S1 – Technical Skill Attainment: (Senior preparatory students passing a KOSSA or and Industry Certification)	63.00%	74.75%	34
3S1 – School Completion: (Students completing high school including alternative certifications and GEDs.)	98.00%	99.09%	2
4S1 – Graduation Rates: (Students receiving a high school diploma)	97.00%	97.65%	10
5S1 – Placement: (Previous year completers who have had a successful placement in postsecondary education, employment or the military.)	90.00%	86.26%	54
6S1 – Nontraditional Participation: (Students of a gender enrolled in a program that employs 25% or less of that gender.)	38.00%	35.29%	121
6S2 – Nontraditional Completion: (Students of a gender that complete a program that employs 25% or less of that gender)	22.00%	16.94%	178

Postsecondary Accountability Data for 2013-2014			
Measure	**State Goal**	**State Measure**	**Number of Schools NOT Meeting 90% of Goal**
1P1 – Technical Skill Attainment: (Preparatory students that passed a program assessment test and a completer that received or was eligible to receive a credentials**)**	76.00%	63.83%	10
2P1 – Credential/Certificate/Degree: (Students who completed the pathway and received or were eligible to receive a credential)	76.00%	63.83%	10
3P1 – Student Retention or Transfer: (Preparatory students that were retained in the pathway or transferred to a baccalaureate degree program)	91.00%	73.52%	13
4P1 – Student Placement: (Previous year completers who graduated or were eligible to graduate that have had a successful placement in employment or the military.)	68.00%	78.48%	1
5P1 – Nontraditional Participation: (Students of a gender enrolled in a program that employs 25% or less of that gender.)	23.00%	25.75%	5
5P2 – Nontraditional Completion: (Students of a gender that complete a program that employs 25% or less of that gender)	13.00%	11.80%	12

Kentucky met 7 of the 8 federal requirements for the secondary accountability measures by exceeding the 90% adjusted level of performance on each indicator. The secondary performance measure of 6S2-Non Traditional Completion was not met. Kentucky didn't meet the federal requirements for four of the six postsecondary accountability measures due to a change in reporting standards for the KCTCS data. OCTE allowed KCTCS two years to correct the problems in the data collection and reporting. Starting in 2015-16 the post-secondary data for KCTCS should be correct.

With the increase in secondary performance measures, the success of the schools can be attributed to several collaborative efforts with business, industry and other educational institutions. Curriculum updates, increased number of work-based learning activities offered to students, implementation of skill standard assessments, increased participation by schools in nationally recognized programs such as Technical Centers that Work, and the availability of numerous workshops assisted teachers and school administrators to meet the 2014-2015 performance indicators.

Trainings and technical assistance will be provided to ensure that districts not meeting the 6S2-Non-traditional Completion for the 2015-16 school year. The data system used in the state can be accessed at any time by school administrators and summary reports created. This allows staff to see at any point in time how each program in the school is performing, and if a program is not meeting a performance level, can target that program for assistance or additional effort on the part of students, instructors or administrators.

The total number of eligible recipients who did not meet at least 90 percent of the agreed upon adjusted level of performance will be required to implement a local program improvement plan for the succeeding program year.

Each school receiving Perkins funds has the capability to generate Perkins IV accountability reports by school and by program using the Technical Education Database System (TEDS). School principals and Perkins coordinators are requested to provide accountability reports to their teachers so strengths and weaknesses in each school can be identified and a plan for improvement developed and implemented for any Perkins accountability measure not met. In the plan for improvement, the school must identify specific strategies that will be implemented, the timeline for implementation, the program to be impacted, and the person responsible for implementing the strategies. The school principal or Perkins coordinator in each school will monitor progress on the program improvement plan throughout the school year. In addition, site visits will be made by central office staff, data audits conducted, and instructional plans will be reviewed as needed. Consistent non-improvement may result in funding being reduced or eliminated to the program or school. On-site technical assistance sessions with state program area consultants are available to assist eligible recipients in planning program improvements.

Data will continue to be analyzed routinely by school and program to determine specific program areas or student populations in need of assistance. Monitoring and technical assistance visits are conducted to verify information entered into the system and provide training to assure faculty and administration understand the Perkins accountability and the TEDS system. Efforts will continue to evaluate the strategies used in the schools to determine if instructional techniques are affecting student performance. Reporting procedures will be evaluated to assure that all data is being reported and that it is reported accurately. Strategies will be reviewed and changes implemented to assure continued increases in performance for all accountability goals for next year.

CONCLUSION

During the past year, Perkins funds have provided professional development opportunities for instructors and administrators and purchased state-of-the-art equipment in classrooms and laboratories. The administration has emphasized the importance of integrated academics and technical skills. Special projects have been developed to assist instructors in developing lesson plans that integrate math, science and writing into their curriculum. Materials have been provided to all schools to utilize for nontraditional participation and completion. Professional development opportunities were expanded during the year, especially those that allowed instructors to upgrade their knowledge and skills on equipment being used in business and industry. Opportunities were also provided for instructors to work with their academic colleagues to develop integrated learning projects, to improve their knowledge in the use of technology in the classroom, to learn about individual learning styles, and to become more effective in classroom management skills. The secondary program assessment process and assistance from state staff in curriculum and instructional methodologies all contributed to student success. At the postsecondary level, equipment purchases have increased in all schools allowing students to be trained on the latest technology. Improved technology has increased student interest in class participation and increased their likelihood of being hired in business and industry upon completion of the program.

Professional development opportunities will be expanded to provide instructors with knowledge about the latest equipment, software, and instructional strategies. Workshops and trainings will continue to be provided to assist personnel at secondary and postsecondary institutions with special populations and gender equity initiatives. Equipment will be updated to meet business and industry standards. Integration of technical and academic programs will continue to be encouraged with assistance provided in developing integrated projects. Partnerships will continue to be formed between educational institutions, state agencies, business and industry and the community in order to ensure that all students in our state receive a technical education of the highest quality available.

APPENDIX 1: Disaggregated Secondary Performance Data								
	1S1	**1S2**	**2S1**	**3S1**	**4S1**	**5S1**	**6S1**	**6S2**
	READ	**MATH**	**TECH**	**COMP**	**GRAD**	**PLACE**	**NTPART**	**NTCOMP**
STATE GOAL	31.69%	31.60%	63.00%	98.00%	97.00%	90.00%	38.00%	22.00%
Grand Total	55.42%	34.77%	74.75%	99.09%	97.65%	86.26%	35.29%	16.94%
GENDER								
Female	61.24%	35.67%	75.82%	99.10%	97.79%	86.73%	49.41%	25.15%
Male	50.22%	33.96%	73.79%	99.09%	97.52%	85.86%	23.88%	9.85%
RACE/ETHNICITY (1997 Revised Standards)								
American Indian or Alaskan Native	51.72%	28.58%	56.52%	100.00%	100.00%	100.00%	42.66%	18.75%
Asian	54.82%	54.60%	74.55%	98.26%	97.69%	96.74%	42.71%	26.13%
Black or African American	39.34%	24.92%	60.65%	99.27%	98.23%	86.59%	38.34%	19.58%
Hispanic/Latino	45.15%	31.83%	68.80%	98.82%	97.35%	88.92%	35.48%	17.89%
Native Hawaiian or Other Pacific Islander	33.33%	40.00%	50.00%	100.00%	100.00%	62.50%	46.67%	0.00%
Two or More Races	52.72%	30.27%	71.43%	99.66%	97.34%	80.25%	39.13%	20.42%
Unknown	10.34%	13.79%	61.54%	100.00%	93.75	75.00%	28.97%	0.00%
White	57.22%	35.62%	76.18%	99.08%	97.62	86.17%	34.85%	16.63%
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES								
Individuals With Disabilities (ADA)	15.37%	13.16%	47.03%	98.98%	96.30%	78.37%	32.68%	12.91%
Economically Disadvantaged	47.89%	29.05%	69.14%	98.90%	96.88%	83.98%	38.26%	18.70%
Single Parents	42.18%	19.58%	68.55%	97.18%	95.17	84.62%	23.33%	12.96%
Displaced Homemakers								
Limited English Proficient	2.22%	24.72%	29.69%	98.92%	95.83%	89.83%	35.25%	14.71%
Nontraditional Enrollees	61.49%	38.76%	68.80%	99.13%	98.01%	85.43%	N/A	N/A

APPENDIX 2: Disaggregated Postsecondary Performance Data						
	1P1	**2P1**	**3P1**	**4P1**	**5P1**	**5P2**
	TECH SKILL	**CRED, CERT, DEGREE**	**RETAIN TRANSFER**	**PLACEMENT**	**NT PART**	**NT COMP**
STATE GOAL	76.00%	76.00%	91.00%	74.00%	23.00%	13.00%
Grand Total	63.83%	63.85%	73.52%	78.48%	25.75%	11.80%
GENDER						
Male	56.54%	56.58%	70.72%	80.21%	13.90%	13.65%
Female	69.61%	69.61%	76.06%	77.21%	34.90%	9.46%
RACE/ETHNICITY (1997 Revised Standards)						
American Indian or Alaskan Native	47.37%	47.67%	66.10%	80.00%	29.27%	7.69%
Asian	60.90%	61.90%	71.43%	71.43%	26.95%	14.71%
Black or African American	53.10%	53.15%	72.02%	67.83%	29.21%	10.63%
Hispanic/Latino	64.60%	64.60%	77.21%	76.92%	30.14%	15.83%
Native Hawaiian or Other Pacific Islander	50.00%	50.00%	50.00%	75.00%	40.23%	8.33%
White	67.53%	67.55%	76.20%	79.39%	25.04%	12.18%
Two or More Races	54.09%	54.09%	65.42%	76.81%	29.29%	13.71%
Unknown	33.43%	33.43%	35.06%	62.37%	25.17%	5.26%
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Individuals With Disabilities (ADA)	59.64%	59.64%	74.08%	63.33%	26.55%	14.15%
Economically Disadvantaged	68.17%	68.17%	68.17%	75.60%	26.51%	12.37%
Single Parents	73.33%	73.33%	75.00%	76.36%	24.05%	13.51%
Displaced Homemakers	40.00%	40.00%	0.00%	100.00%	0.00%	0.00%
Limited English Proficient	66.67%	66.67%	83.33%	80.00%	28.74%	0.00%
Nontraditional Enrollees	62.17%	62.17%	73.71%	71.21%	N/A	N/A

2P1 DISAGGREGATE INDICATORS		**4P1 DISAGGREGATE INDICATORS**	
Credential	8,232	Apprenticeship	5
Certificate	2,867	Employment	2,849
Degree	5,248	Military	25

APPENDIX 3: Disaggregated Enrollment Data

TABLE 1: ENROLLMENT BY PROGRAM AREA

	SECONDARY		POSTSECONDARY	
	Male	Female	Male	Female
Agriculture, Food & Natural Resources	11,833	8,459	278	203
Architecture & Construction	4,398	487	2,270	106
Arts, A/V Technology & Communications	1,640	1,412	245	258
Business Management & Administration	1,194	1,498	3,456	7,745
Government & Public Administration	15,611	14,140	19	8
Health Science	2,912	11,264	2,038	11,555
Hospitality & Tourism			192	257
Human Services	6,947	18,992	634	4,593
Information Technology	3,627	1,181	3,859	2,505
Law, Public Safety & Security	6,326	3,119	1,734	1,535
Manufacturing	5,632	673	3,600	254
Marketing Sales & Services	3,650	2,904	30	22
Science, Technology, Engineering & Math	6,587	1,502	403	36
Transportation, Distribution & Logistics	3,548	393	1,483	96

TABLE 2: DISAGGREGATED ENROLLMENT DATA BY LEVEL

	Secondary Students	Post-secondary Students
GENDER		
Male	66,021	20,222
Female	73,903	29,192
RACE/ETHNICITY (1997 Revised Standards)		
American Indian or Alaskan Native	193	139
Asian	1.403	468
Black or African American	12.366	4,621
Hispanic/Latino	5.012	1,367
Native Hawaiian or Other Pacific Islander	100	59
White	118.082	41,389
Two or More Races	2.668	959
Unknown	105	412
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES		
Individuals With Disabilities (ADA)		1,068
Disability Status (ESEA/IDEA)	11,991	
Economically Disadvantaged	71.387	30,316
Single Parents	424	163
Displaced Homemakers		1
Limited English Proficient	1,719	90
Nontraditional Enrollees	32,080	11,619

Financial Reports

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Row		1 Net Outlays Previously Reported	2 Total Outlays This Report Period	3 Program Income Credits	4 New Outlays This Report Period (Column 2 - 3)	5 Net Outlays To Date (Column 1 + 4)	6 Non-Federal Share of Outlays	7 Total Federal Share of Outlays (Column 5 - 6)	8 Federal Share of Unliquidated Obligations	9 Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	10 Federal Funds Authorized	11 Balance of Unobligated Federal Funds (Column 10 - 9)
A	*Total Title I Funds*											
B	Local Uses of Funds											
C	RESERVE											
D	Funds for Secondary Recipients	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E	Funds for Postsecondary Recipients	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F	Total (Row D + E)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
G	Formula Distribution											
H	Funds for Secondary Recipients	7,682,952.60	383,541.40	0.00	383,541.40	8,066,494.00	0.00	8,066,494.00	0.00	8,066,494.00	8,066,494.00	0.00
I	Funds for Postsecondary Recipients	7,027,148.03	126,157.97	0.00	126,157.97	7,153,306.00	0.00	7,153,306.00	0.00	7,153,306.00	7,153,306.00	0.00
J	Total (Row H + I)	14,710,100.63	509,699.37	0.00	509,699.37	15,219,800.00	0.00	15,219,800.00	0.00	15,219,800.00	15,219,800.00	0.00
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	14,710,100.63	509,699.37	0.00	509,699.37		0.00	509,699.37	0.00	509,699.37	509,699.37	0.00
L	State Leadership											
M	Non-traditional Training and Employment	66,058.00	19,240.56	0.00	19,240.56	85,298.56	0.00	85,298.56	0.00	85,298.56	85,298.56	0.00
N	State Institutions	93,758.47	384.03	0.00	384.03	94,142.50	0.00	94,142.50	0.00	94,142.50	94,142.50	0.00
O	Other Leadership Activities	973,085.95	638,037.99	0.00	638,037.99	1,611,123.94	0.00	1,611,123.94	0.00	1,611,123.94	1,611,123.94	0.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	1,142,902.42	657,662.58	0.00	657,662.58	1,790,565.00	0.00	1,790,565.00	0.00	1,790,565.00	1,790,565.00	0.00
Q	State Administration											
R	Total State Administration	1,903,108.65	592,618.96	0.00	592,618.96	2,495,727.61	2,152,637.00	343,090.61	0.00	343,090.61	895,282.00	552,191.39
S	TOTAL TITLE I FUNDS (Row K + P + R)	17,746,111.70	1,759,980.91	0.00	1,759,980.91	19,506,092.61	2,152,637.00	17,353,455.61	0.00	17,353,455.61	17,905,647.00	552,191.39

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Row		1 Net Outlays Previously Reported	2 Total Outlays This Report Period	3 Program Income Credits	4 New Outlays This Report Period (Column 2 - 3)	5 Net Outlays To Date (Column 1 + 4)	6 Non-Federal Share of Outlays	7 Total Federal Share of Outlays (Column 5 - 6)	8 Federal Share of Unliquidated Obligations	9 Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	10 Federal Funds Authorized	11 Balance of Unobligated Federal Funds (Column 10 - 9)
A	*Total Title I Funds*											
B	Local Uses of Funds											
C	RESERVE											
D	Funds for Secondary Recipients	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E	Funds for Postsecondary Recipients	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F	Total (Row D + E)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
G	Formula Distribution											
H	Funds for Secondary Recipients	0.00	7,526,215.48	0.00	7,526,215.48	7,526,215.48	0.00	7,526,215.48	0.00	7,526,215.48	7,762,098.00	235,882.52
I	Funds for Postsecondary Recipients	0.00	7,308,214.75	0.00	7,308,214.75	7,308,214.75	0.00	7,308,214.75	0.00	7,308,214.75	7,457,702.00	149,487.25
J	Total (Row H + I)	0.00	14,834,420.23	0.00	14,834,420.23	14,834,420.23	0.00	14,834,420.23	0.00	14,834,420.23	15,219,800.00	385,369.77
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	0.00	14,834,420.23	0.00	14,834,420.23	14,834,420.23	0.00	14,834,420.23	0.00	14,834,420.23	15,219,800.00	385,369.77
L	State Leadership											
M	Non-traditional Training and Employment	0.00	48,388.00	0.00	48,388.00	48,388.00	0.00	48,388.00	0.00	48,388.00	60,000.00	11,612.00
N	State Institutions	0.00	99,525.53	0.00	99,525.53	99,525.53	0.00	99,525.53	0.00	99,525.53	110,000.00	10,474.47
O	Other Leadership Activities	0.00	1,038,402.19	0.00	1,038,402.19	1,038,402.19	0.00	1,038,402.19	0.00	1,038,402.19	1,620,565.00	582,162.81
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	1,186,315.72	0.00	1,186,315.72	1,186,315.72	0.00	1,186,315.72	0.00	1,186,315.72	1,790,565.00	657,662.58
Q	State Administration											
R	Total State Administration	0.00	2,300,005.03	0.00	2,300,005.03	2,300,005.03	1,812,027.00	487,978.03	0.00	487,978.03	895,282.00	407,303.97
S	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	18,320,750.98	0.00	18,320,750.98	18,320,750.98	1,812,027.00	16,508,723.98	0.00	16,508,723.98	17,905,647.00	1,396,923.02