



Consolidated Annual Report 2015

**Program Year
July 1, 2015 – June 30, 2016**

**Kentucky Department of Education
Office of Career and Technical Education**

300 Sower Boulevard, Frankfort, KY 40601

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 Blind (KSB), 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

USE OF FUNDS PART A

- 1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?**

In collaboration with the Career and Technical Education Consortium of States (CTECS), the Kentucky Department of Education (KDE) has worked to complete activities outlined in the 2015-16 Secondary Assessment grant. These activities included piloting two online assessments in the transportation and manufacturing areas; identifying and developing an item test bank repository for the Kentucky Occupation Skill Standards Assessment (KOSSA), developing the standards and assessments in two pathways of the media arts program area; and conducting the online administration and reporting of assessments in 31 KOSSA and two TRACK (Tech Ready Apprentices for Careers in Kentucky) areas. Item analysis and item writing sessions were held and the item analysis was reviewed for verification of the validity of the item performance on the assessments.

The Kentucky Community and Technical College System (KCTCS) completed a multi-year project to align technical program content to industry standards and to identify an end of program assessment that would measure students' knowledge of program competencies that meet business and industry standards. This is an ongoing process that will need to be continuously evaluated due to the changing needs of industry. The end of program assessments are being evaluated for accuracy and industry relevance. KCTCS is also working with KDE to align these end of program assessments with the industry certifications obtained in the KDE programs and this partnership continues to work on career pathway development from the secondary level to the postsecondary level.

- 2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes? Yes**

During the 2015-2016 school year many changes and updates were made to the Kentucky Technical Education Data System (TEDS). TEDS was moved to a new server to make it more efficient. Security enhancements were made to the enrollment screens and to lock user accounts. Several reports were developed or enhanced including class list; completion report; enrollment report; follow-up report; home school report; and student assessment summary report. Fields were added to some of the screens and outdated fields and choices were removed from others. There was an update of the user roles and user rights including that for the Kentucky Community and Technical College System and the regional universities.

USE OF FUNDS PART B

1. During the reporting year, did your state assess the career and technical education programs funded under Perkins IV?

The Office of Career and Technical Education (OCTE) provided technical support for continuous improvement within the locally and state operated technical education programs through the program assessment process. The 15-16 school year was the fourteenth year of implementation. The program assessment process has raised the quality of career and technical education programs statewide.

Data collected during team visits show programs and schools continue to work to meet the 12 standards with an overall average of 3.65 on a 4.0 scale. The average remained the same from the previous school year even with a standards revision. This indicates programs and schools were vigilant to understand the standards revisions and adapt appropriately. Visits were conducted in 43 state and locally operated technical schools and departments.

Kentucky conducted secondary monitoring visits to 14 Perkins recipients. The site visits included a review of all invoices paid with Perkins funds, career pathways offered by the districts, and data entered into the TEDS system.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

The Office of Knowledge, Information and Data Services revised and updated the Kentucky Education Technology Standards for the year 15-16. Schools purchasing computers for any program area are required to meet or exceed these standards. Many schools used their Perkins money to purchase computer equipment for the career and technical education classrooms. During the 15-16 school year, the last of Kentucky's school districts obtained high-speed fiber internet access.

Both secondary schools and postsecondary institutions used their Perkins money to purchase state-of-the-art equipment in order to meet industry standards and funds were used to purchase the use of the Today's Class/Melior Online Training in the Transportation cluster for students at both the secondary and postsecondary levels. A total of 2,319 students enrolled in the online classes and these students completed and passed 5,921 modules. Nine hundred fourteen students took the ASE Student Certification Tests and 648 of them passed the tests for a pass rate of 71% which is higher than the national pass rate of 55%. Postsecondary institutions also offered a wide variety of classes in career and technical education using an online format. Many professional development opportunities were also available online.

3. During the reporting year, what professional development programs did your state offer, including providing 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? On what topics?

Kentucky holds a summer learning conference every year for career and technical education professionals. These professionals include secondary and postsecondary instructors, administrators, counselors, and administrative assistants. Sessions were offered on a variety of topics including Perkins updates; curriculum updates; new and emerging technology; special needs issues; non-traditional issues; and others.

Approximately 1500 people attended the 2015 summer learning program.

Opportunities were facilitated to increase the professional learning of staff in the Office of Career and Technical Education. This included opportunities for consultants to travel and attend national conferences in representation of Kentucky as leaders in the program area. Updates on trends in industry-related technical training, equipment and resources were obtained from attendance and participation in these professional learning opportunities.

Curriculum advisors in Kentucky also benefited from professional development activities. These advisors are secondary teachers in the areas agriculture education, business and marketing education, family and consumer science, energy, and manufacturing. They received relevant professional learning in either in-state or out-of-state workshops to help guide Kentucky's curriculum, pathways, standards and teacher preparation.

In an effort to keep up with changing technology and industry trends, sixteen trainings were provided to upgrade the skills of secondary and postsecondary career and technical education instructors. These trainings included MOS training and certification; training in culinary, digital design and game development, Fanuc robots and welding certification, greenhouse technology, MasterCam CAD/CAM, Microsoft Imagine Academy coding; and updates in automotive technology, construction carpentry, construction electricity, construction HVAC, welding technology, and welding inspections.

This year, five Kentucky Tech Construction Industry and six Department of Juvenile Justice (DJJ) teachers took advantage of a grant opportunity to attend Occupational Safety and Health Standards (OSHA) training. 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.

Professional development funds were used by six universities and KCTCS. The universities used these funds to send instructors to state and national conferences including the KACTE summer learning program. The information gleaned was then shared with other faculty members. KCTCS used professional development funds to offer online leadership courses. These courses included creative thinking, critical thinking, effective communication, leadership communication and others. Some professional

development monies were used to help faculty and staff to learn about, experience, use or discover new technology, trends or innovations that will change the future of teaching and learning.

The New Teacher Institute (NTI) was held three times from July 1, 2015 to June 30, 2016. This included three five-day sessions and two three-day follow-up sessions. At each five-day session of the NTI, a presentation was made to introduce the concept of special populations to the new teachers. This presentation included a section on 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 workshops also concentrated on lesson planning and lesson presentation competencies. Workshop topics and content related directly to lesson planning such as methods, media, questioning technique, communication techniques, feedback, positive learning environment, safety instruction, etc. Presenters introduced their lesson topics with examples of how the topic relates to actual teaching situations. Each faculty member modeled correct teaching techniques, communication techniques, demonstrated strategies, and at the same time followed the lesson plan format.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

All students are eligible to take all career and technical education courses. While Kentucky usually meets the non-traditional participation goal, we have difficulty meeting the non-traditional completion goal. To try to improve non-traditional completion to enable all students to enter high skill, high wage occupations, we offered a workshop to secondary administrators, teachers, and counselors on Micro-messaging. We contracted with the National Alliance for Partnerships in Equity to provide three one-day workshops in three locations around the state. The state paid the travel expenses and provided a stipend for those school personnel who were not on contract. Approximately 165 administrators, counselors and teachers attended the workshops.

Working with students with special needs is difficult for many of our occupation based instructors. To combat those difficulties, sessions were conducted at the summer learning program to help teachers work with students with special needs. At the one-day New Teacher Institute orientation held at the summer learning program, new teachers were introduced to strategies to use in working with students with special needs. These strategies were expanded upon at both the five-day sessions and the three-day follow-ups.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Kentucky is currently piloting a curriculum for those students who are on alternate assessment. This curriculum was designed by representatives from postsecondary institutions; instructors of exceptional children; state agencies including the Office of Vocational Rehabilitation, the Office of Career and Technical Education, and the Office of Teaching and Learning; and the special education cooperatives. The curriculum is a sequence of four courses that students must complete in order to be considered career ready.

Both Kentucky School for the Blind and Kentucky School for the Deaf offer career and technical education programs for students who are interested. These programs include agriculture, advanced manufacturing, culinary arts, informatics, and business.

Some schools also have a special needs liaison. In some cases this is a special education teacher and a para-educator in others. These liaisons work directly with those students in career and technical education who have special needs by helping to provide accommodations.

The Kentucky Association for Career and Technical Education funds two scholarships a year to students with special needs. One of these scholarships is for an entering college freshman and the other is for a student who is already in college. The stipulations are that the student must have some type of disability and be entering a career and technical education field in college.

Each postsecondary institution has an ADA coordinator to work with those students who need some type of special help. New courses, up-graded services, and use of technology in teaching and learning have been developed in both the skill areas of the programs and the supporting academic areas to ensure full development of the students and address educational barriers that may exist. Programs are periodically monitored for barriers that could affect the performance of students in the classroom. Many students are workers who have been displaced for various reasons from their lifelong career. These students may require special attention due to the length of time that they have been away from any type of structured educational setting, as well as the fact that they have invested many years in industries that are no longer viable to the area. These students require a different approach, which can be related to their background as well as their chosen program. Some institutions have a Director of Cultural Diversity who has responsibility for recruitment of minority students, organizing and implementing events relative to campus diversity, and who identifies and addresses gender issues that may present barriers to learning.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Program area consultants worked with the new teachers at the New Teacher Institute helping them to understand the curriculum for their particular program area. Program consultants visited teachers and answered phone calls and emails in order to provide technical assistance. The data consultants offered training sessions on the Technical Education Data System (TEDS), sent email reminders concerning dates, and answered phone calls and emails. Monitoring and program assessment visits were also used to provide technical assistance to eligible recipients.

7. Serving individuals in state institutions

a. Part I: State Correctional Institutions

- i. Amount of Perkins funds used for CTE programs in state correctional institutions: \$80,000**
- ii. Number of students participating in Perkins CTE programs in state correctional institutions: 958**
- iii. Describe the CTE services and activities carried out in state correctional institutions**

The unique services provided by instructors at the Youth Develop Centers (YDC) were supported through this project by means of professional development, curriculum support and program/instructor evaluations. Opportunities for professional development included:

- KACTE Summer Conference, 10 instructors attended
- Business Education Professional Development – MBA Research, 1 instructor attended

Staff from the Office of Career and Technical Education provided ongoing curriculum and instructional support through the New Teacher Institute as well as onsite visits twice during the year. A total of 18 visits were conducted, with each school receiving two. There has been progress made in assisting the YDC instructors in identifying resources and designing curriculum to meet the unique needs of this instructional environment.

The adult correctional facilities outlined four goals for the year 15-16. These goals included reviewing the learning centers to ensure they support the technical programs; providing professional development opportunities for the staff; ensuring that at least 75% of the occupational/technical students will meet NCCER or NOCTI recognized standards; and to significantly improve TEDS (Technical Education Data System) reporting. The learning centers were reviewed using student and instructor evaluation instruments. The Education Branch Manager conducted an onsite monitoring visit with each facility. Over 96% of correctional facility staff attended professional development geared towards the unique needs of instructors in those facilities. Students completed 5,453 NCCER modules in 15-16, an increase of 164 modules. Seventy-three students passed the NOCTI exit examination with most exceeding the national average in their respective trade. In the Education Branch of KY-DOC, the administrative assistant for each school is responsible

for entering and verifying student data in TEDS. To ensure that each administrative assistant has up-to-date knowledge concerning TEDS, all assistants were required to attend training on the TEDS.

b. Part II: State Institutions Serving Individuals with Disabilities

- i. Amount of Perkins funds used for CTE programs in state institutions serving students with disabilities: \$38,000**
- ii. Number of students participating in Perkins CTE programs in institutions serving individuals with disabilities: 52**
- iii. Describe the CTE services and activities carried out in institutions serving individuals with disabilities.**

The Perkins Leadership Grant has assisted in leveling the playing field for those students attending the Kentucky School for the Deaf. Through the use of these funds we have worked to advance our students' technical skills when working with emerging devices, equipment, and supplies used in the current market or industry. Having gained these skills in high school allows our students an opportunity to seek competitively paying jobs as well as improve access to communication when working with hearing counterparts. 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.

The Kentucky School for the Blind (KSB) used Perkins Leadership funds to purchase equipment such as lab computers, Kurzweil 1000 software, a gorilla maker printer, and a Lego education account. Other materials were purchased for makerspaces. The makerspace provides students with the opportunity for hands on learning experiences. Makerspaces foster creativity, innovation, problem solving, critical thinking and many more 21st century learning skills. One of the required classes in our Pathway is Multimedia Publishing. For that class we focus on Podcasting/Digital Broadcasting as that is a job that someone with a visual impairment can excel. MP3 recorders were purchased to help with that pathway.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs? No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs? Yes

Many school districts and some of the postsecondary institutions use their local Perkins funds to enhance their family and consumer science programs. The pathways that benefit from these funds include the culinary and food services, early childhood education, fashion and interior design, hospitality services, food science and dietetics, and consumer and family management.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for the use for innovative initiatives under Sec. 135? Yes

Twenty-one incentive grants were awarded for the development of new career pathways. These grants were awarded to local school districts, area technology centers and KCTCS colleges.

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education? Yes

During the 2015/16 fiscal year Perkins Leadership Funds supported the Kentucky Adult Education (KYAE) statewide implementation of several integrated education and training initiatives. Building on the framework of the KYAE Employability Standards, several projects were conducted to build capacity and sustainability in contextualizing instruction in all 120 Kentucky counties. One pilot was aimed at concurrently preparing students to obtain the GED® credential and the State Registered Nurse Aide (SRNA) Certificate. Through the pilot local adult education instructors developed units of instruction contextualized to align with the content in the SRNA course so that students received on-going academic support. Ten students tested and all of them passed the written test. Perkins grant funds were also used to refurbish the KYAE lesson bank, an online repository of high quality, standards-based lessons developed by Kentucky instructors. All lessons integrate the KYAE Employability Standards to equip students with the essential skills needed to get a job and keep a job. The new lesson bank offers increased functionality and easy navigation. KYAE has received national interest in the lesson bank.

To further ensure and validate that students can demonstrate these important skills KYAE launched the Worldwide Interactive Network (WIN) suite of college and career readiness courses. When students complete the soft skills course they can earn the Kentucky Essential Skills Certificate (KESC) which is signed by Governor Matt Bevin.

12. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs? No

USE OF FUNDS: PART C

- 1. During the reporting year, how did your state provide 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?**

Kentucky Occupation Skills Standards are developed and revalidated with academic and technical standards in each of the specific programs. This framework is presented in the teacher preparation program, imbedded in curriculum/instructional support documents created in specific program areas, and reinforced during technical assistance visits by Consultants.

- 2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills? Yes**

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 postsecondary 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.

State program area consultants met with representatives from KCTCS to ensure that the secondary curriculum is aligned with the postsecondary curriculum. Business and industry representatives met with state program area consultants in order to review and validate the industry certifications that the state recognizes for college and career readiness. Another meeting was held between these same two groups to review and validate the courses that are being offered.

Each program area at both the secondary and postsecondary level are required to meet with their advisory committees twice a year. The advisory committees are composed of instructors, business and industry representatives, students, and parents.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs? Yes

As a method to improve non-traditional participation and completion, the state held three regional workshops on Micro-messaging. Secondary administrators, counselors, and instructors were invited to these workshops. In order to encourage attendance, Kentucky used Perkins funds to reimburse the participants for travel expenses and to provide a stipend for those educators who were not on contract. Many counselors attended these workshops which they could use to improve their career guidance programs.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students? No

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs? Yes

Through the funding KCTCS was able to sponsor two meetings for two and four-year faculty members to explore potential pathways between associate and baccalaureate degree programs. Faculty from KCTCS colleges and four-year comprehensive colleges were convened to review current pathways available for AAS programs that lead to applied baccalaureate degrees; review what other states have in regard to applied baccalaureate programs in manufacturing, logistics, allied health and information technology; and develop templates for potential applied baccalaureate pathways. Specifically, the participants were divided into five groups to:

- Communicate and share information about current and potential pathways/transfer opportunities.
- Extend transfer opportunities: AAS, dual credit/dual enrollment, reverse transfer
- Discuss articulation agreements: “Statewide vs. Institutional Level”
- Gain an understanding of “Know-How-To-Transfer”
- Learn how to use existing data

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations? Yes

Perkins funds were used to support career and technical student organizations. Local schools were allowed to use part of their Perkins allocations to pay travel expenses for teachers who were chaperoning students at CTSO events. Some state leadership funds were used to pay travel expenses for teachers who attended national CTSO events with their students.

- 7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding, of all aspects of an industry for which students are preparing to enter? Yes**

Many contact hours are available to the career and technical students through numerous business/industry opportunities. This broad range of resources may be in the form of internships, externships, cooperative education, practicum, case studies, clinical experiences, field trips, guest speakers, mentoring, capstone projects, and industry projects. Faculty members supervise and visit students at their work sites, as part of the cooperative education experience. Through program reviews and advisory boards, program curricula are periodically evaluated. Programs revise their curricula primarily based on business and industry recommendations.

- 8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels? Yes.**

Meetings were held between KDE, KCTCS, and business and industry to discuss the relevancy of the industry certificates that are approved for college and career readiness. The reserve fund grant required each recipient (local school, area technology center, college or university) to partner with members of the appropriate industry.

- 9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academics, and distance education? Yes**

Kentucky has continued the development of pathways; Hospitality, Travel & Tourism, Law & Public Safety (Pre-Law, Law Enforcement, Homeland Security, Criminal Justice). Groups of business and industry representatives and teachers were brought together to adapt, adopt and develop standards, create curriculum, including courses content/process for publication in 2016-2017. Each pathway has a sequence of four courses. Preliminary work in development of: Fire Science was initiated this year. Teacher training has been conducted as well as refined equipment lists specific to career pathways.

- 10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training? No**

11. During the reporting year, did your state use Perkins funds to improve 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? Yes

The New Teacher Institute (NTI) is designed to help those people coming from business and industry into the teaching field. Those attending NTI come from the occupation-based areas including some people who owned their own business. Perkins funds were also used to provide support to new teachers in the form of visits from university teacher educators. These teacher educators visited each new teacher at least twice and provided guidance in planning, teaching strategies, evaluation methods, and classroom management.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources? No

2. Progress in Developing and Implementing Technical Skills Assessments

A performance-based training and assessment system known as the Skill Standards Certification System was initiated in 1999 for secondary students enrolled in technical education. The statewide implementation of the skill standards project has encouraged all teachers to ensure that they are teaching current curriculum that is aligned to the industry endorsed skill standards by occupational area. Aligning the curriculum is helping to ensure that students statewide are receiving high-level technical training in their chosen career area in addition to measuring academic and employability skills. The reporting of assessment results at the state, school and student level has been very beneficial to career and technical education teachers as they work to align their curriculum and evaluate student performance based on the Kentucky Occupational Skills Standards Assessment (KOSSA). This endeavor is helping to shape the direction of career and technical education in our state. The Skill Standards Assessment implementation has placed a heavy focus on the need for all schools to accurately and consistently report student data at the secondary level. This system is helping to close the gap and guide districts in more thorough and accurate reporting. The skill standards assessment has served as one means of reviewing the performance level of secondary career and technical education programs in Kentucky.

The Skill Standards assessments were developed by Kentucky Office of Career and Technical Education with input from business and industry representatives and teachers. All senior preparatory students who are enrolled in technical programs at the secondary level in local high schools and area technology centers take the appropriate test for the career area in which they are enrolled each spring. When available, an approved industry certification may be taken by the student instead. Participation in the assessment process allows the student to see the skill level they have obtained in their class work in the technical field he or she is pursuing. In addition, the test results serve as a credential for students to provide to future employers. The KOSSA system

is serving as a meaningful tool at the school, district, and state level as a means for program evaluation and improvement in career and technical education in Kentucky and is a component of Kentucky's College and Career Readiness Accountability system.

Most of the career pathways also accept National Industry Certifications as the final program assessment. These certifications are designed and recognized by industry they represent. As previously stated a student may take an industry certification in place of the KOSSA or along with a KOSSA. Postsecondary institutions award industry certifications as part of the credential or certification programs.

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

Secondary Accountability Data for 2015-2016			
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)	33.69%	55.89%	15
1S2 – Academic Attainment Math: (Senior preparatory students scoring proficient or above on EOC assessment in Algebra II)	33.60%	36.29%	122
2S1 – Technical Skill Attainment: (Senior preparatory students passing a KOSSA or and Industry Certification)	70.50%	72.92%	70
3S1 – School Completion: (Students completing high school including alternative certifications and GEDs.)	99.50%	98.98%	3
4S1 – Graduation Rates: (Students receiving a high school diploma)	98.00%	97.94%	9
5S1 – Placement: (Previous year completers who have had a successful placement in postsecondary education, employment or the military.)	92.00%	80.12%	85
6S1 – Nontraditional Participation: (Students of a gender enrolled in a program that employs 25% or less of that gender.)	38.00%	34.50%	130
6S2 – Nontraditional Completion: (Students of a gender that complete a program that employs 25% or less of that gender)	22.00%	16.50%	177

Postsecondary Accountability Data for 2015-2016			
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%	74.18%	4
2P1 – Credential/Certificate/Degree: (Students who completed the pathway and received and a completer that received or was eligible to receive a credentials)	76.00%	74.22%	4
3P1 – Student Retention or Transfer: (A preparatory that was retained in the pathway or transferred to a baccalaureate degree program)	91.00%	86.68%	2
4P1 – Student Placement: (Previous year completers who graduated or were eligible to graduate that have had a successful placement in employment or the military.)	74.00%	79.29%	4
5P1 – Nontraditional Participation: (Students of a gender enrolled in a program that employs 25% or less of that gender.)	23.00%	26.63%	2
5P2 – Nontraditional Completion: (Students of a gender that complete a program that employs 25% or less of that gender)	13.00%	13.19%	5

Kentucky met 6 of the 8 federal requirements for the secondary accountability measures by exceeding the 90% adjusted level of performance on each indicator. The secondary performance measures of 5S1-Placement and 6S2-Non Traditional Completion were not meet. Kentucky meet all the federal requirements for the postsecondary accountability measures.

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 2015-2016 performance indicators.

Trainings and technical assistance will be provided to ensure that districts not meeting the 5S1-Placement and 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. 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	33.69	33.6	70.5	99.5	98	92	38	22
Grand Total	55.89	36.29	72.94	98.98	97.94	80.12	34.5	16.48
GENDER								
Female	62.41	37.31	74.66	99.07	98.04	79.50	51.16	25.90
Male	50.01	35.37	71.21	98.89	97.84	80.65	21.64	8.75
RACE/ETHNICITY (1997 Revised Standards)								
American Indian or Alaskan Native	38.71	41.38	60.71	96.88	93.94	81.82	32.32	28.00
Asian	56.13	59.12	67.12	98.83	97.69	82.57	41.27	11.00
Black or African American	37.40	24.07	59.90	99.52	99.16	79.66	38.58	19.90
Hispanic/Latino	48.75	29.06	66.98	99.25	98.66	80.84	35.21	15.53
Native Hawaiian or Other Pacific Islander	68.75	62.50	76.47	100	100	85.71	40.59	5.88
Two or More Races	59.38	30.14	70.74	98.45	98.45	74.78	37.16	16.18
White	57.68	37.46	74.32	98.93	97.80	80.23	33.84	16.28
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES								
Individuals With Disabilities (ESEA)	16.62	14.54	49.96	98.46	96.42	72.37	29.41	10.48
Economically Disadvantaged	48.20	29.63	68.15	98.70	97.41	78.96	34.82	16.55
Single Parents	31.08	20	57.81	97.14	95.77	75.36	19.05	18.87
Limited English Proficient	7.14	15.08	35.45	99.28	98.56	87.04	35.82	11.40
Migrant	62.50	20	75	100	90.91	N/A	36.88	33.33
Nontraditional Enrollees	61.33	38.34	65.65	98.97	97.93	79.37	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	74.12	74.22	86.67	79.29	26.68	13.19
GENDER						
Male	70.85	70.90	86.95	78.90	13.44	11.13
Female	76.62	76.65	86.41	79.54	36.77	14.80
RACE/ETHNICITY (1997 Revised Standards)						
American Indian or Alaskan Native	68.75	68.75	90.74	100	30.37	7.69
Asian	79.01	79.01	89.31	78.26	28.51	16.88
Black or African American	66.81	66.80	83.01	71.01	29.51	13.41
Hispanic/Latino	76.35	76.35	89.36	73.44	31.08	9.38
Native Hawaiian or Other Pacific Islander	100	100	100	50	36.84	50
White	76.20	76.25	87.79	80.65	25.92	13.39
Two or More Races	73.25	73.24	87.53	85.11	29.13	13.82
Unknown	41.21	41.20	55.04	32.88	28.50	8.36
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Individuals With Disabilities (ADA)	75.86	75.86	86.18	60.61	26.30	15.85
Economically Disadvantaged	72.25	72.28	86.33	77.63	27.74	12.43
Single Parents	88.37	88.37	94.05	90.24	21.75	9.30
Displaced Homemakers	100	100	N/A	66.67	N/A	N/A
Limited English Proficient	100	100	100	N/A	27.86	N/A
Nontraditional Enrollees	71.69	71.84	86.36	71.32	N/A	N/A

2P1 DISAGGREGATE INDICATORS		4P1 DISAGGREGATE INDICATORS	
Credential		Apprenticeship	9
Certificate		Employment	2535
Degree		Military	26

APPENDIX 3: Disaggregated Enrollment Data for CTE Concentrators

TABLE 1: ENROLLMENT BY PROGRAM AREA

	SECONDARY		POSTSECONDARY	
	Male	Female	Male	Female
Agriculture, Food & Natural Resources	3034	2327	122	106
Architecture & Construction	1738	134	1239	46
Arts, A/V Technology & Communications	407	437	89	124
Business Management & Administration	3433	3004	675	2382
Government & Public Administration			14	3
Health Science	802	4030	859	4448
Hospitality & Tourism			103	127
Human Services	991	4634	54	1212
Information Technology	1246	251	970	251
Law, Public Safety & Security	2275	1028	447	399
Manufacturing	2221	179	2316	130
Marketing Sales & Services	767	669	2	1
Science, Technology, Engineering & Math	1752	294	34	1
Transportation, Distribution & Logistics	1299	106	1010	49

TABLE 2: DISAGGREGATED ENROLLMENT DATA BY LEVEL FOR CTE Participants

	Secondary Students	Post-secondary Students
GENDER		
Male	73424	18907
Female	64776	25668
RACE		
American Indian or Alaskan Native	176	106
Asian	1453	467
Black or African American	12412	3852
Hispanic/Latino	5680	1340
Native Hawaiian or Other Pacific Islander	127	57
White	114548	37203
Two or More Races	2835	1032
Unknown	141	518
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES		
Individuals With Disabilities (ADA)		963
Disability Status (ESEA/IDEA)	13436	
Economically Disadvantaged	81775	26033
Single Parents	211	127
Displaced Homemakers		4
Limited English Proficient	2017	78
Migrant	240	1
Nontraditional Enrollees	31599	10337

Financial Reports

FSR Report – Final 2013

FSR Report – Interim 2014

FSR Report –
Final 14

Row	1	2	3	4	5	6	7	8	9	10	11	
	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	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	
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	
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	
G	Formula Distribution											
H	Funds for Secondary Recipients	7,526,215.48	235,882.52	0.00	235,882.52	7,762,098.00	0.00	7,762,098.00	0.00	7,762,098.00	7,762,098.00	0.00
I	Funds for Postsecondary Recipients	7,308,214.75	149,487.25	0.00	149,487.25	7,457,702.00	0.00	7,457,702.00	0.00	7,457,702.00	7,457,702.00	0.00
J	Total (Row H + I)	14,710,100.63	385,369.77	0.00	385,369.77	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)	14,834,430.23	385,369.77	0.00	385,369.77	15,219,800.00	0.00	15,219,800.00	0.00	15,219,800.00	15,219,800.00	0.00
L	State Leadership											
M	Non-traditional Training and Employment	48,388.00	13,046.59	0.00	13,046.59	61,434.59	0.00	61,434.59	0.00	61,434.59	61,434.59	0.00
N	State Institutions	99,525.53	4,037.27	0.00	4,037.27	103,562.80	0.00	103,562.80	0.00	103,562.80	103,562.80	0.00
O	Other Leadership Activities	1,038,402.19	587,165.42	0.00	587,165.42	1,625,567.61	0.00	1,625,567.61	0.00	1,625,567.61	1,625,567.61	0.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	1,186,315.72	604,249.28	0.00	604,249.28	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	2,300,005.03	407,303.97	0.00	407,303.97	2,707,309.00	1,812,027.00	895,282.00	0.00	895,282.00	895,282.00	0.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	1,320,750.98	1,396,923.02	0.00	1,396,923.02	19,717,674.00	1,812,027.00	17,905,647.00	0.00	17,905,647.00	17,905,647.00	0.00

FSR Report –
Interim 15

Row	1	2	3	4	5	6	7	8	9	10	11	
	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	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	160,822.00	0.00	160,822.00	160,822.00	0.00	160,822.00	0.00	160,822.00	160,822.00	0.00
E	Funds for Postsecondary Recipients	0.00	24,993.00	0.00	24,993.00	24,993.00	0.00	24,993.00	0.00	24,993.00	24,993.00	0.00
F	Total (Row D + E)	0.00	185,815.00	0.00	185,815.00	185,815.00	0.00	185,815.00	0.00	185,815.00	185,815.00	0.00
G	Formula Distribution											
H	Funds for Secondary Recipients	0.00	7,256,821.00	0.00	7,526,215.48	7,526,215.48	0.00	7,526,215.48	0.00	7,526,215.48	7,659,543.00	372,722.00
I	Funds for Postsecondary Recipients	0.00	6,884,001.00	0.00	6,884,001.00	6,884,001.00	0.00	6,884,001.00	0.00	6,884,001.00	7,374,442.00	490,441.00
J	Total (Row H + I)	0.00	14,170,822.00	0.00	14,170,822.00	14,170,822.00	0.00	14,170,822.00	0.00	14,170,822.00	15,033,985.00	863,163.00
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	863,163.00
L	State Leadership											
M	Non-traditional Training and Employment	0.00	1,1484.00	0.00	1,1484.00	1,1484.00	0.00	1,1484.00	0.00	1,1484.00	60,000.00	58,516.00
N	State Institutions	0.00	90,401.00	0.00	90,401.00	90,401.00	0.00	90,401.00	0.00	90,401.00	110,000.00	19,599.00
O	Other Leadership Activities	0.00	1,053,752.00	0.00	1,053,752.00	1,053,752.00	0.00	1,053,752.00	0.00	1,053,752.00	1,620,565.00	566,813.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	1,145,637.00	0.00	1,145,637.00	1,145,637.00	0.00	1,145,637.00	0.00	1,145,637.00	1,790,565.00	644,928.00
Q	State Administration											
R	Total State Administration	0.00	2,255,531.000	0.00	2,255,531.000	2,255,531.000	1,927,794.00	327,737.00	0.00	327,737.00	895,282.00	567,545.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	17,757,805.00	0.00	17,757,805.00	17,757,805.00	1,927,794.00	15,830,011.00	0.00	15,830,011.00	17,905,647.00	2,075,636.00

