



Kentucky's Proposed Accountability System and Career and Technical Education (CTE) at a Glance

Kentucky's proposed accountability system strongly reflects the Kentucky Board of Education's vision that each and every student is empowered and equipped with the knowledge, skills and dispositions to pursue a successful future. Kentucky's accountability system provides students with multiple, meaningful opportunities to engage in pathways that build awareness of career opportunities, provide real-world instruction and lead to credentials with labor market value.

The accountability model highlights Transition Readiness by emphasizing CTE to prepare students for postsecondary education and career opportunities. The proposed accountability system supports the Commonwealth's overall strategy to grow the state's economy and improve workforce development.

The system encourages career exploration along with access to high quality career and technical learning experiences as early as middle school and fosters a rich curriculum in career and technical education at the high school level for all students. The system also emphasizes the importance of career counseling. Additionally, the system promotes:

- student choice and personalization of education by offering multiple ways to demonstrate Transition Readiness at the high school level through Career and Technical Education pathways;
- the attainment of industry certificates, especially in state and regional high-demand sectors;
- dual credit and/or articulated credit in career and technical education;
- the Tech-Ready Apprentices for Careers in Kentucky (TRACK) program and other apprenticeship opportunities; and
- the attainment of essential skills.

At the high school level, career readiness is one of three readiness indicators (along with academic and military) and offers multiple ways the student may choose to demonstrate career and technical readiness.

The system promotes opportunity and access to high quality career and technical education that supports the whole child.

Career and Technical Education Measures in the Accountability Model

Opportunity and Access	Transition Readiness
<p>This indicator emphasizes access to those research-based measures that help ensure student success.</p> <p>CTE <i>rich curriculum</i> is demonstrated by:</p> <ul style="list-style-type: none"> • The percentage of the student population with access to career exploration and standards-based courses in career and technical education. (middle school) • The percentage of the student population that has completed a career pathway (4 credits) in a CTE program of study (high school) • The percentage of the senior cohort that demonstrates essential skills by earning a bronze rating or higher on a Kentucky work ethic certification –see sample model (high school) <p>CTE <i>whole child supports</i> are demonstrated by</p> <ul style="list-style-type: none"> • The ratio of students to career counselors or coaches (high school) 	<p>In addition to earning a high school diploma, a high school student must demonstrate academic, military or career readiness.</p> <p>The career readiness indicator requires a student to:</p> <ul style="list-style-type: none"> • Meet benchmarks on industry certifications approved by the Kentucky Workforce Innovation Board (KWIB), with a <i>greater weight</i> given to certifications in state/regional high-demand industry sectors; <p>OR</p> <ul style="list-style-type: none"> • Earn a KOSSA certificate that is appropriate for articulated credit; <p>AND</p> <ul style="list-style-type: none"> • A score of B or better on 6+ hours of approved CTE dual credit; <p>OR</p> <ul style="list-style-type: none"> • Complete 2 CTE credits and enroll in a third credit in a CTE program of study; <p>OR</p> <ul style="list-style-type: none"> • Complete a KDE/Labor Cabinet-approved apprenticeship; <p>OR</p> <ul style="list-style-type: none"> • Complete a KDE-approved alternate process to verify exceptional work experience.

For students who are seeking career readiness, the system promotes a seamless program of study at the high school and postsecondary levels that lead to certifications and credentials.

It should be noted that the development of the new accountability system has been a collaborative effort with CTE teachers, workforce and business representatives.

In addition to the proposed accountability system, Career and Technical Education is integrated throughout Kentucky's Every Student Succeeds Act State Plan with:

- the alignment of Kentucky's CTE standards with transition readiness and higher education expectations (standards);
- the use of labor market information, the improvement of pathways and support transitions to postsecondary education and the workforce, and the incentive to school districts (New Skills for Youth Initiative) to create regional career academies that are aligned to high demand careers (supporting effective instruction);
- the revamping of the New Teacher Institute that will provide high quality, practical instruction to teachers entering the classroom from industry (supporting effective instruction);
- the expansion accelerated learning programs through dual credit opportunities (academic enrichment); and
- the expansion of college and career guidance, counseling and exploration activities (student support).

Kentucky Work Ethic Certification

SAMPLE MODEL

BRONZE LEVEL (Foundational)	
✓	Attendance – 97% excluding EXCUSED absences (absences and tardies)
✓	Completion of a work-based learning experience (WBL) (co-op, internship, job shadow, mentorship, apprenticeship, service learning, entrepreneurship, student enterprise) defined in Kentucky's WBL Manual (documented in Infinite Campus (IC) and/or validated by third party business and industry)
✓	Participation in a career and technical student organization (CTSO), Student Technology Leadership Program (STLP), student government groups, or an extra-curricular activity/club (documented in IC)
SILVER LEVEL	
✓	One additional requirement set by the district (approved by KDE) Note: This could be behavior, special work-based project/capstone, community service, etc.
GOLD LEVEL	
✓	Completion of a career pathway
✓	Student competes in regional/state/national level competitive event (CTSO, STLP, Kentucky Youth Assembly (KYA), athletics, performing arts, etc.) OR holds a leadership office at the regional/state/national level in a co-/extra-curricular organization
✓	One additional requirement set by the district approved by KDE Note: This could be behavior, special work-based project capstone, community service, etc.

All learning and leadership experiences must be validated by a third party to ensure demonstration and growth of academic, technical, and professional skills (tools and guidance resources to be developed by KDE).

School districts may request approval of a locally-designed work ethic certification through a process to be established by KDE.