



Consolidated Annual Report 2016

**Program Year
July 1, 2016 – June 30, 2017**

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

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Background

This document contains the required annual report on 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 (CTE). The Kentucky Department of Education (KDE) administers secondary Carl D. Perkins funds. The KDE Associate Commissioner of the Office of Career and Technical Education (OCTE), serves as the 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 KBE has delegated to the Kentucky Workforce Innovation 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 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 CTE programs that meet the needs of business and industry. We work to ensure all CTE 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 education and juvenile correctional facilities, the Kentucky School for the Deaf (KSD), the Kentucky School for the Blind (KSB), 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 2016-17 Secondary Assessment grant. The Kentucky Occupational Skill Standards and Assessments (KOSSA) have been expanded with the pilot of assessments in the Information Technology and Media Arts program areas. Item analysis and item writing sessions were conducted to refine assessments in areas previously developed. During the Spring of 2017, there were 30,314 secondary career and technical education students who completed online testing in one or more of the 32 fully implemented assessments. Performance data was used to determine needs for professional development among program area teacher to drive continued program improvement.

- 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 2016-2017 school year, many changes and updates were made to the Kentucky Technical Education Data System (TEDS). TEDS continues to be made more efficient. Security enhancements have improved validation of user accounts. Several reports were developed or enhanced including the follow-up report; home school report; student assessment summary report; and termination report. Additional fields were added to some of the screens and outdated fields and choices continue to be removed from others. The process for tracking and awarding industry certifications has been updated to increase the fidelity of data. Additional clarification of the user roles and user rights, including that for the KCTCS and the regional universities, were put into place.

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 OCTE provided technical support for continuous improvement within the local and state-operated technical education programs through the continuous improvement and technical assistance process. During the 2016-17 school year, 48 Continuous Improvement Visits (CIV), encompassing 299 programs and 400 teachers, were conducted in local and state-operated CTE centers. An additional 60 programs received

Technical Assistance Visits (TAV) to support schools and teachers in targeted areas as determined by CTE data collected.

Data collected during visits indicate best practices identified in the areas of school climate, industry partnerships, curriculum, and career and technical student organizations. Areas identified for improvement included strengthening career pathways, standards, advisory committees, program improvement planning and safety. Schools and programs are diligent in making better use of CTE data to determine programming needs.

The OCTE also conducted 18 onsite monitoring visits for secondary and postsecondary institutions during the 2016-17 school year. The monitoring visits consisted of 10-risk based, 2 additional continuous improvement monitoring, and 6 visits were conducted through a statewide consolidated monitoring process. The site visits included a review of Perkins funding, career pathways offered, as well as student data review entered into the TEDS system. During the secondary visits student course scheduling was reviewed.

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

The OCTE began a project focused on training to upgrade the technical skills of secondary and post-secondary CTE 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 post-secondary education opportunities, which 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 facilitated and/or conducted trainings for secondary and postsecondary teachers in the areas of agriculture, business and marketing, family and consumer sciences, health sciences, information technology, construction, transportation, manufacturing, and engineering technical upgrade training workshops during the 2016-17 school year.

The OCTE has established a collaborative working relationship with the Kentucky Labor Cabinet to facilitate an understanding of the labor market demands in Kentucky. As a result, OCTE is focused on ensuring that the students of Kentucky are career ready as outlined in the 2016-17 accountability model. The collaboration has led to training and alignment of technology in the schools with careers in industry. During the 2016-17 school year postsecondary and secondary schools purchased computers and state of the art equipment to ensure that students are prepared to meet the new trends in industry. The new technology ensures that Kentucky students are prepared to meet, compete and be successful in a very competitive job market.

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?

The OCTE in collaboration with the Kentucky Association of Career and Technical Education (KACTE) holds an annual summer learning conference for career and technical education professionals. These professionals include secondary and postsecondary instructors, administrators, counselors and administrative assistants. The conference offers professional development sessions on a variety of topics including Perkins updates, curriculum updates, new and emerging technology, teaching students with special needs, updates and strategies to increase participation in non-traditional fields, and others. Approximately 1,500 CTE teachers, administrators and other staff from across the state attended the 2017 summer learning conference.

Staff in the OCTE attended national conferences, which provide updates in industry related fields. The national conferences provide exposure to new training, equipment and professional learning opportunities. As a result, attendees are equipped to provide effective leadership and growth of CTE program opportunities in the state.

Curriculum advisors in Kentucky also benefited from professional development activities. These advisors are secondary teachers in the areas of agriculture education, business and marketing education, family and consumer science, energy, and manufacturing. The advisors 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, over 20 trainings were provided to upgrade the skills of secondary and postsecondary career and technical education instructors. These trainings included offerings for secondary and postsecondary career and technical education instructors in the areas of agriculture, business and marketing, family and consumer sciences, health science, information technology, media arts, construction, transportation, manufacturing, and engineering. Attendance and evaluations indicated identified technical upgrade trainings are needed to meet/exceed expectations.

This year, 33 Career and Technical Education teachers took advantage of a grant opportunity to attend Occupational Safety and Health Standards (OSHA) training. The workshop was 3 days, and allowed these instructors to obtain certification, or become recertified in Occupational Safety Standards. This valuable resource is used as teachers provide instruction on the importance of safety training in the classroom.

Kentucky secondary and postsecondary used Perkins funds to provide professional development opportunities for CTE staff and teachers. During the 2016-17 school year six Kentucky Universities and the KCTCS used Perkins funds to attend professional development to national conferences and in-state conferences including the KACTE summer learning program. The universities also participated in meetings to support advancement of CTE in Kentucky by supporting new CTE teachers entering the

classrooms. The universities participated in a field-based project for occupation-based teachers transitioning into the classrooms. The project focused on transition and retention. The new teachers are also required to participate in a New Teacher Institute (NTI).

The NTI was held three times from July 1, 2016 to June 30, 2017. 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 students with special needs, 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. During the 2016-17 school year the OCTE offered competitive grant funding to our 53 Area Technology Centers (ATCs) for non-traditional camps. There were 12 ATCs that participated in the camps and they served over 220 students. The camps introduced 7th – upcoming 9th grade students to hands-on activities in health science, culinary arts, welding, carpentry, automotive maintenance, manufacturing, information technology and other high skill, high wage occupations. The camp activities were focused on exploration of students into non-traditional fields. The camps provided speakers working in non-traditional fields and faculty from postsecondary institutions discussing the opportunities available from different industry sectors. Students were taken on field trips to postsecondary institutions and employers in the community.

In addition to the students being exposed to non-traditional fields through the summer camp opportunity, the OCTE provides occupation-based instructors with sessions conducted at the summer learning conference, designed to support 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 students identified as eligible for an alternate assessment. The alternate assessment is provided to Kentucky students with the most severe cognitive disabilities. The pilot is a transition/career readiness curriculum designed by representatives from postsecondary institutions; instructors of exceptional children; state agencies including the Office of Vocational Rehabilitation, the OCTE, 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. During the pilot, training modules for teaching the curriculum were developed, revised and tested. In addition, an assessment tool was developed. During the 2016-17 school year, Kentucky's Special Education Cooperatives trained an additional 15 districts and state agencies and 110 individuals on the use of curriculum for the alternate assessment. Since the beginning of the pilot, 151 of Kentucky's 173 school districts have been trained. During the 2016-17 school year, some schools hired a special needs liaison. In many instances, the liaison is a special education teacher and a para-educator in others. These liaisons work directly with those students in CTE who have special needs by helping to provide accommodations.

The Kentucky Department of Education supports two state schools, the Kentucky School for the Deaf (KSD) and the Kentucky School for the Blind (KSB). Both, KSB and KSD offer career and technical education programs. During the 2016-17 school year, KSB focused on new technology that is interactive and focused on providing instruction that is accessible to curriculum that prepares students for industry programs that supports their vision needs. KSD modernized the Culinary Arts and Informatics programs. KSD provided professional development for their CTE instructors to ensure that students receive rigorous curriculum necessary for careers.

The OCTE supports CTE programs through adult education. During the 2016-17 school year, adult education expanded services to equip students with the academic skills they need, and the workforce preparation skills needed to get a job, and keep a job. Adult Education CTE programs establish partnerships and prepare students for jobs in Kentucky's top 5 industry sectors. This meant revising and expanding lesson plans, the process developed units of instruction aligned with these sectors. Adult Education ensured that these units are available statewide through their virtual lesson bank. This lesson bank was vetted and approved as a national resource on the Office of Career, Technical and Adult Education, website "Literacy Information and Communication System" (LINCS).

During the 2016-17 school year, the OCTE provided support to individuals in state institutions. The Kentucky Department of Corrections Education provided professional development for staff by attending state, national and industry CTE conferences.

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 NTI 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 TEDS system, sent email reminders concerning dates, and answered phone calls and emails.

During the 2016-17 school year, the OCTE provided onsite technical assistance to schools, districts, and area technology centers. These visits were designed to promote program alignment with high skill, high wage industry sectors. The technical assistance visits' objectives were continuous improvement opportunities and promotion of CTE programs throughout the state. During the visits, OCTE staff evaluated career pathways offering, data collection processes and provided tools for effective implementation of CTE programs with fidelity

7. During the reporting year, did your state use Perkins, fund to support public charter schools, operating and technical educations programs?

No, Kentucky does not currently have any authorized charter schools.

8. During the reporting year, did your state use Perkins funds to support family and consumer sciences program?

During the 2016-17 school year, Kentucky began work to upgrade the technical skills of secondary and post-secondary CTE 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 post-secondary education opportunities, which 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.

The OCTE facilitated and/or conducted trainings for secondary and postsecondary teachers in family and consumer sciences. The OCTE are members of American Association for Family and Consumer Sciences (AAFCS) Consortium. By belonging to the AAFCS Consortium, Kentucky has a strong voice in product development, receives reduced rates and fees on the Pre-PAC student assessments and receives state-compiled

data reports, as well as specialized support for professional learning. The membership in the consortium is beneficial to Kentucky schools by providing professional learning and instructional resources to Family and Consumer Science teachers. Currently this resource impacts over 300 Kentucky teachers. The state staff serves as advisors to the Family, Career and Community Leaders of America (FCCLA) in Kentucky and participates in State Directors Trainings. The trainings provided state leaders with the information needed to implement state level activities and impacted Career Technical Student Organization (CTSO) advisors and programs statewide.

9. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative under Sec. 135 (c) (19) Perkins IV?

No, Kentucky did not award any incentive grants during the 2016-17 school year.

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

Kentucky Adult Education (KYAE) during the 2016-17 school year supported manufacturing integrated education and training pilot partnership with an industry in Kentucky. This pilot evaluated 180 Skills and included 5 counties. The pilot resulted in 37 students obtaining employment. The employer offers an incentive of a higher pay rate to completers. This partnership and another focused on the Construction and Trades Sector have been submitted to the National Career Pathways Network for a Partnership Award. Kentucky Adult Education (KYAE) staff attended and presented at the national conference. The national conference provided professional development opportunities for instructors to support CTE adult education students.

11. 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 were developed and revalidated with academic and technical standards in each of the specific programs. This framework is presented during the NTI 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 post-secondary apprenticeship training. Employers are able to tailor the program for their specific needs and are able to select the CTE courses and students for their apprenticeship pathway. This creates a competitive recruiting environment ensuring 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.

Industry certifications for career pathways are reviewed and updated on an annual basis so that CTE programs will know what certifications are approved for inclusion in the High School Graduate College/Career Readiness Percentage. The process for the annual review and publication of newly suggested industry certifications by industry shareholders, schools, groups, or other persons wishing to have a new certification added to the list requires submission of those requests by October 1st in order for eligibility consideration in the following school year. Once received, the KDE facilitates fall meetings of programs' Business & Industry Advisory Taskforces who provide counsel for additions and removals of industry certifications. These taskforces are comprised of business and industry representatives, professional associations, and secondary and postsecondary educators. The OCTE then present its Valid Industry Certification list to the Kentucky Workforce Innovation Board (KWIB) during its February board meeting for final review and approval of the list for the following academic year. The final Valid Industry Certification list is published by June 1st on the KDE website.

All approved industry certifications must meet the following criteria:

- Meets the specialized needs of business and industry (B&I), as validated by the B&I Advisory Taskforces and the KWIB
- Incorporates innovative concepts that support industry and economic development opportunities for Kentucky
- Supports student college and career readiness aspirations

Each program area at both the secondary and postsecondary level is 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. The OCTE used Perkins resources to improve career guidance and counseling by funding Career Advisors for students in the Area Technology Centers. The role of the advisors included, but was not limited to, recruiting, retaining, and registering students in CTE programs. The advisor provided support through daily interaction such as advising students on career pathways, career options, employability skills and cooperative education placements. The advisor serves as a liaison between business and industry, local government, economic development agencies, community partners, district personnel, and students. The advisor markets the program and may serve as an assessment coordinator.

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?

No.

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 (CTSO). 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. State staff serving as advisors to the CTSOs participated in State Directors Trainings for Future Farmers of America (FFA), Future Business Leaders of America (FBLA), Family Career and Community Leaders of America (FCCLA), Future Healthcare Occupations Student of America (HOSA), Skills USA, and Technology Student Association (TSA). These trainings provided state leaders with the information needed to implement state level activities and impacted CTSO advisors and programs statewide.

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

The OCTE worked in coordination with the Associated Builders and Contractors (ABC) Indiana/Kentucky to provide training and resources to Construction and Industrial Maintenance teachers and programs for maintaining instruction that follows current industry practices. In addition, it provides a process for accrediting program facilities and instructional practices as being in alignment with industry endorsed standards. This is necessary to prepare students for the modern workforce and post-secondary education opportunities.

ABC conducted training and classroom support for schools and teachers offering construction programming statewide, including construction programs in juvenile justice facilities. The NCCER certification is valued by the construction industry as an indication of applicants successfully prepared for a career in the construction industry. In addition, it is a recognized component of the Kentucky College and Career Readiness accountability model.

During the 2016-17 school year, CTE students were provided opportunities to experience numerous aspects of business/industry in which they were interested. This broad range of resources may be in the form of internships, externships, cooperative education, practicum, case studies, clinical, 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?

No.

- 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 the Kentucky CTE Program of Studies document. Each pathway has a sequence of 4 courses. During the reporting year, Perkins funds were also used to develop a new education pathway, which empowers students with the knowledge, dispositions, and skills to be effective educators in a variety of disciplines and grade levels.

Kentucky Department of Education used Perkins funding for interactive distance learning automotive training to augment classroom activities. The online training provides consistent training of curriculum for automotive content and provides an opportunity for access to the latest trends in the automotive field.

- 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.

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

Secondary Accountability Data for 2016-2017			
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)	52.26%	57.69%	59
1S2 – Academic Attainment Math: (Senior preparatory students scoring proficient or above on EOC assessment in Algebra II)	35.50%	38.80%	113
2S1 – Technical Skill Attainment: (Senior preparatory students passing a KOSSA or an Industry Certification)	72.50%	76.33%	51
3S1 – School Completion: (Students completing high school, including alternative certifications and GEDs.)	99.50%	98.90%	4
4S1 – Graduation Rates: (Students receiving a high school diploma)	98.00%	98.26%	10
5S1 – Placement: (Previous year completers who have had a successful placement in postsecondary education, employment or the military.)	92.00%	94.48%	23
6S1 – Nontraditional Participation: (Students of a gender enrolled in a program that employs 25% or less of that gender.)	38.00%	33.93%	142
6S2 – Nontraditional Completion: (Students of a gender that complete a program that employs 25% or less of that gender)	18.00%	16.75%	142

Postsecondary Accountability Data for 2016-2017			
Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
1P1 – Technical Skill Attainment: (A preparatory student who passed the skill assessment tests in the reporting year plus preparatory students who completed the program and received or were eligible to receive a credential in the reporting year)	63.87%	79.38%	5
2P1 – Credential/Certificate/Degree: (A preparatory student who completed the program and received an industry-recognized credential and a preparatory student who completed the program and received or was eligible to receive a credential, certificate, or degree in the reporting year)	62.75%	79.39%	5
3P1 – Student Retention or Transfer: (A preparatory student that was retained in the pathway or transferred to a baccalaureate degree program)	74.00%	85.69%	3
4P1 – Student Placement: (Previous year completers who graduated or were eligible to graduate that have had a successful placement in employment or the military.)	76.00%	100.00%	0
5P1 – Nontraditional Participation: (Students of a gender enrolled in a program that employs 25% or less of that gender.)	26.00%	26.97%	31
5P2 – Nontraditional Completion: (Students of a gender that complete a program that employs 25% or less of that gender)	13.00%	13.07%	15

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

measures of 6S1-Non Traditional Participation was not met. Kentucky met all the federal requirements for the postsecondary accountability measures.

The total number of eligible recipients who did not meet at least 90% of the agreed upon adjusted level of performance will be required to implement a local program improvement plan for the succeeding program year. This plan will be submitted with the district's Perkins application.

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 school principal or Perkins coordinator in each school will monitor progress on the program improvement plan throughout the school year. 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 TEDS. 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 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. 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. 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.

APPENDIX 1: Disaggregated Secondary Performance Data								
	1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2
	READ	MATH	TECH	COMP	GRAD	PLACE	NTPART	NTCOMP
STATE GOAL	52.26	35.50	72.50	99.50	98.00	92.00	38.00	18.00
Grand Total	57.69	38.80	76.33	98.90	98.26	94.48	33.93	16.75
GENDER								
Female	63.45	39.12	76.91	99.00	98.40	95.34	50.61	26.27
Male	52.73	38.54	75.81	98.81	98.13	93.73	21.43	9.35
American Indian or Alaskan Native	64.29	29.63	63.16	96.30	92.86	100.00	32.05	6.67
Asian	58.85	53.51	72.77	97.84	97.42	99.08	39.20	14.47
Black or African American	37.99	26.13	56.74	98.07	97.44	96.87	38.69	20.07
Hispanic/Latino	49.14	35.68	72.12	98.65	97.81	94.82	33.40	17.08
Native Hawaiian or Other Pacific Islander	40.00	37.50	69.23	100.00	100.00	100.00	39.00	0.00
Two or More Races	58.86	35.48	71.14	98.65	97.77	95.32	36.53	20.41
White	59.91	40.07	78.35	99.01	98.38	94.19	33.30	16.44
Individuals With Disabilities (ESEA)	16.54	14.21	52.71	97.92	96.91	84.99	28.82	9.88
Economically Disadvantaged	48.74	31.20	71.75	98.48	97.75	92.60	33.77	16.68
Single Parents	31.67	20.69	54.00	94.92	93.33	78.95	15.38	2.04
Limited English Proficient	4.14	14.20	35.77	96.07	95.53	94.12	33.93	15.27
Migrant	45.45	16.00	80.00	95.83	88.46	100.00	28.57	11.11
Nontraditional Enrollees	63.41	42.62	71.17	99.12	98.55	95.10	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	63.87	62.75	74.00	76.00	26.00	13.00
Grand Total	79.38	79.39	85.69	100.00	26.97	13.07
GENDER						
Male	75.01	75.01	85.30	100.00	13.38	10.65
Female	82.69	82.71	86.13	100.00	37.86	15.00
RACE/ETHNICITY (1997 Revised Standards)						
American Indian or Alaskan Native	75.86	75.86	80.0	N/A	32.61	17.14
Asian	79.57	79.57	86.62	N/A	26.55	11.70
Black or African American	77.73	77.73	83.59	100.00	29.88	15.38
Hispanic/Latino	77.82	77.82	85.68	100.00	31.21	18.15
Native Hawaiian or Other Pacific Islander	72.73	72.73	82.35	N/A	35.96	18.18
White	79.46	79.47	85.83	100.00	26.39	12.61
Two or More Races	85.17	85.17	89.16	100.00	29.55	16.89
Unknown	78.98	78.98	83.18	100.00	28.11	16.08
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Individuals With Disabilities (ADA)	79.03	79.03	83.63	100.00	25.94	13.90
Economically Disadvantaged	78.28	78.29	84.67	100.00	28.19	12.88
Single Parents	67.39	67.39	70.00	100.00	23.18	17.39
Displaced Homemakers	100.00	100.00	100.00	N/A	N/A	N/A
Limited English Proficient	100.00	100.00	100.00	100.00	26.67	23.08
Nontraditional Enrollees	74.83	74.83	83.21	100.00	100.00	63.49

2P1 DISAGGREGATED INDICATORS		4P1 DISAGGREGATED INDICATORS	
Credential	7309	Apprenticeship	10
Certificate	2080	Employment	2024
Degree	4975	Military	18

APPENDIX 3: Disaggregated Enrollment Data for CTE Concentrators

TABLE 1: ENROLLMENT BY PROGRAM AREA

	SECONDARY		POSTSECONDARY	
	Male	Female	Male	Female
Academic Vocational	5	47	0	0
Agriculture, Food & Natural Resources	2554	2094	122	70
Architecture & Construction	1752	107	1204	89
Arts, A/V Technology & Communications	288	296	80	93
Business Management & Administration	3116	2742	701	2219
Government & Public Administration			15	9
Health Science	830	3966	861	3640
Hospitality & Tourism			66	104
Human Services	896	4060	76	952
Information Technology	1255	242	916	248
Law, Public Safety & Security	2168	1004	399	336
Manufacturing	2227	177	2400	192
Marketing Sales & Services	734	549	1	0
Science, Technology, Engineering & Math	1772	275	38	1
Transportation, Distribution & Logistics	1326	112	818	62

TABLE 2: DISAGGREGATED ENROLLMENT DATA BY LEVEL FOR CTE Participants

	Secondary Students	Post-secondary Students
GENDER		
Male	75453	17041
Female	66308	21123

RACE		
American Indian or Alaskan Native	177	99
Asian	1608	459
Black or African American	12844	3438
Hispanic/Latino	6676	1226
Native Hawaiian or Other Pacific Islander	124	43
White	117039	31180
Two or More Races	3262	976
Unknown	49	821
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES		
Individuals With Disabilities (ADA)	N/A	923
Disability Status (ESEA/IDEA)	14162	N/A
Economically Disadvantaged	86983	21971
Single Parents	306	122
Displaced Homemakers	1	7
Limited English Proficient	2237	73
Migrant	321	0
Nontraditional Enrollees	40463	9273

Financial Reports

FSR Report – Final 2015

FSR Report – Interim 2016

FSR Report –
Final 15

	1	2	3	4	5	6	7	8	9	10	11
Row	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										
	Funds for Secondary										
D	160,822.00	27,334.00	0.00	27,334.00	188,156.00	0.00	188,156.00	0.00	188,156.00	188,156.00	0.00
	Recipients										
	Funds for Postsecondary										
E	24,993.00	0.00	0.00	0.00	24,993.00	0.00	24,993.00	0.00	24,993.00	24,993.00	0.00
	Recipients										
F	185,815.00	27,334.00	0.00	27,334.00	213,149.00	0.00	213,149.00	0.00	213,149.00	213,149.00	0.00
	Total (Row D + E)										
G	Formula Distribution										
	Funds for Secondary										
H	7,286,871.00	345,338.00	0.00	345,338.00	7,632,209.00	0.00	7,632,209.00	0.00	7,632,209.00	7,632,209.00	0.00
	Recipients										
	Funds for Postsecondary										
I	6,884,001.00	490,441.00	0.00	490,441.00	7,374,442.00	0.00	7,374,442.00	0.00	7,374,442.00	7,374,442.00	0.00
	Recipients										
J	14,120,872.00	835,779.00	0.00	835,779.00	15,006,651.00	0.00	15,006,651.00	0.00	15,006,651.00	15,006,651.00	0.00
	Total (Row H + I)										
K	14,356,687.00	863,113.00	0.00	863,113.00	15,219,800.00	0.00	15,219,800.00	0.00	15,219,800.00	15,219,800.00	0.00
	TOTAL LOCAL USES OF FUNDS (Row F + J)										
L	State Leadership										
	Non-traditional Training										
M	1,484.00	58,516.00	0.00	58,516.00	60,000.00	0.00	60,000.00	0.00	60,000.00	60,000.00	0.00
	and Employment										
N	90,401.00	2,866.00	0.00	2,866.00	93,267.00	0.00	93,267.00	0.00	93,267.00	93,267.00	0.00
	State Institutions										

O	Other Leadership Activities	1,053,752.00	583,546.00	0.00	583,546.00	1,637,298.00	0.00	1,637,298.00	0.00	1,637,298.00	1,637,298.00	0.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	1,145,637.00	644,928.00	0.00	644,928.00	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	2,255,531.00	567,545.00	0.00	567,545.00	2,823,076.00	1,927,794.00	895,282.00	0.00	895,282.00	895,282.00	0.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	17,757,855.00	2,075,586.00	0.00	2,075,586.00	19,833,441.00	1,927,794.00	17,905,647.00	0.00	17,905,647.00	17,905,647.00	0.00

FSR Report –
Interim 16

	1	2	3	4	5	6	7	8	9	10	11
Row	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										
	Funds for Secondary										
D	0.00	56,195.00	0.00	56,195.00	56,195.00	0.00	56,195.00	0.00	56,195.00	134,050.00	77,855.00
	Recipients										
	Funds for Postsecondary										
E	0.00		0.00			0.00		0.00		8,843.00	8,843.00
	Recipients										
F	0.00	56,195.00	0.00	56,195.00	56,195.00	0.00	56,195.00	0.00	56,195.00	142,893.00	86,698.00
	Total (Row D + E)										
G	Formula Distribution										
	Funds for Secondary										
H	0.00	5,135,839.00	0.00	5,135,839.00	5,135,839.00	0.00	5,135,839.00	0.00	5,135,839.00	7,628,048.00	2,492,209.00
	Recipients										
	Funds for Postsecondary										
I	0.00	5,485,159.00	0.00	5,485,159.00	5,485,159.00	0.00	5,485,159.00	0.00	5,485,159.00	7,448,859.00	1,963,700.00
	Recipients										
J	0.00	10,620,998.00	0.00	10,620,998.00	10,620,998.00	0.00	10,620,998.00	0.00	10,620,998.00	15,076,907.	4,455,909.00
	Total (Row H + I)										
K	0.00	10,677,193.00	0.00	10,677,193.00	10,677,193.00	0.00	10,677,193.00	0.00	10,677,193.00	15,219,800.00	4,542,607.00
	TOTAL LOCAL USES OF FUNDS (Row F + J)										
L	State Leadership										
	Non-traditional Training										
M	0.00	39,096.00	0.00	39,096.00	39,096.00	0.00	39,096.00	0.00	39,096.00	60,000.00	20,904.00
	and Employment										
N	0.00	109,991.00	0.00	109,991.00	109,991.00	0.00	109,991.00	0.00	109,991.00	170,000.00	60,009.00
	State Institutions										

O	Other Leadership Activities	0.00	833,493.00	0.00	833,493.00	833,493.00	0.00	833,493.00	0.00	833,493.00	1,560,565.00	566,813.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	982,580.00	0.00	982,580.00	982,580.00	0.00	982,580.00	0.00	982,580.00	1,790,565.00	807,985.00
Q	State Administration											
R	Total State Administration	0.00	2,380,194.00	0.00	2,380,194.00	2,380,194.00	2,043,037.00	337,157.00	0.00	337,157.00	895,282.00	558,125.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	14,039,967.00	0.00	14,039,967.00	14,039,967.00	2,043,037.00	11,996,930.00	0.00	11,996,930.00	17,905,647.00	5,908,717.00
