

**KENTUCKY DEPARTMENT OF EDUCATION**  
**New Skills for Youth Grant Cohort II Application**

**Cover Page**

**Applicant** Ohio Valley Educational Cooperative **Amount Requested:** \$115,000  
**Contact:** Dr. Leon Mooneyhan, CEO  
**Address:** 100 Alpine Road, Shelbyville, KY 40065  
  
**Project Coordinator:** Alicia J. Sells **Title:** Director of Innovation  
**Agency:** Ohio Valley Educational Cooperative  
**Address:** 100 Alpine Road, Shelbyville, KY 40065  
  
**Phone:** 502-647-3533, ext.210 **E-mail:** asells@ovec.org

**Participants:**

**Name:** Bullitt County Public Schools

**Name:** Jefferson County Public Schools

**Name:** Shelby County Public Schools

**Name:** Spencer County Public Schools

I assure the attached application has been reviewed and approved for implementation by all shareholders and the applicant will comply with all requirements, both technical and programmatic, pertaining to the New Skills for Youth Grant Cohort II. Failure to do so could impact future funding.

Leon Mooneyhan  
**Applicant (Fiscal Agent) Authorized**

3-26-18  
**Date**

Kindall Romans  
**Notary Public**

5/9/2020  
**My commission expires**

Notary seal



## KENTUCKY DEPARTMENT OF EDUCATION Eligibility Form

**Partnering School Districts (2 or more):** Bullitt, Jefferson, Shelby, and Spencer County Schools

**Postsecondary partner(s):** Jefferson Community and Technical College, University of Louisville

**State Operated Area Technical Center(s) or Locally Operated Technical Center(s):**

Academies of Louisville, Bullitt County Area Technology Center, Shelby County Area Technology Center

**Business and Industry partners (2 or more) aligned to at least 1 of the top 5 state industry sectors:**

Advanced Manufacturing	Business & IT Services	Health Science	Construction & Trades	Transportation & Logistics
✓	✓			✓

**Community partner(s):** Bullitt County Chamber of Commerce, KentuckianaWorks, Metro Louisville Government/Louisville Forward, Shelby County Area Development Center

Board resolution(s) from each participating district attached:   **YES** x\_\_\_ **NO** \_\_\_

Signed Assurances Form: **YES** x\_\_\_ **NO** \_\_\_

Acknowledged inclusion of dual credit opportunities in planning:   **YES** x\_\_\_ **NO** \_\_\_

***\*Application must meet formatting and content requirements outlined in RFA.  
Applications not meeting these requirements will be deemed non-responsive.***

## KENTUCKY DEPARTMENT OF EDUCATION Assurances Form

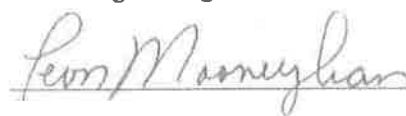
If application is funded, cohort assures work within the NSFY Timelines and Deliverables will be met:

### NSFY Timelines and Deliverables

DATE	DELIVERABLE
August 15, 2018	<p>Each cohort has attended informational session provided by KDE. Attendees should include school district superintendent, finance officer, high school principal and guidance counselor(s), postsecondary partners and business and industry steering committee members.</p> <p>An informational session will be held on Wednesday, July 25, 2018 from 1:00 p.m.-6:00 p.m. at the Galt House Hotel, Louisville, Kentucky.</p> <p>Each participating district signs list of assurances.</p>
August 30, 2018 - 25% of funds distributed to districts after attending informational session	
September 2018	Each cohort submits timeline, meeting dates, professional learning plan and objectives for planning year. Template will be provided.
October 2018 - March 2019	Each cohort participates in professional learning activities needed for implementation. This includes traveling to model career academies.
December 2018	<p>Provide a detailed program of studies for each area of study being offered by regional academy (grades 9-14) that identify dual credit courses, high school graduation requirements and career and technical education coursework. Should also identify dual credit coursework and certifications obtained throughout the path.</p> <p>Describe how this plan will increase the number of students who have access to CTE programs of study that lead to high-demand industry sector occupations.</p> <p>Provide projected increase in dual credit, work-based learning and certifications.</p>
March 2019	Provide a description of instructors, support staff and administrators that will create the regional career academy. Identify each person, their role and how they impact the career pathway(s) being offered at the academy.
April 2019 - Remaining funds distributed	Each cohort submits inter-local agreements and academy budgets for 1 <sup>st</sup> year for review by KDE.

Fiscal Agent Signature and Title

Date

 \_\_\_\_\_

3-26-18

KENTUCKY DEPARTMENT OF EDUCATION

## **Part 1: Employer-Driven Process**

Capitalizing on the success of iLEAD, a regional, five-district career academy in Carrollton serving Carroll, Gallatin, Henry, Owen, and Trimble Counties, the Ohio Valley Education Cooperative (OVEC) is developing iLEAD-AE to focus on the coming Automation Economy. Many regional employers are preparing their organizations for significant changes due to automation. The new career academy will increase access to accelerated career pathways linked to certification and degree completion in the Greater Louisville region's highest demand sectors by serving students in Bullitt, Jefferson, Shelby, and Spencer counties. The sectors of focus for iLEAD-AE will be Information Technology, Advanced Manufacturing, Engineering, and Logistics. Employers will drive what we teach and how we teach it.

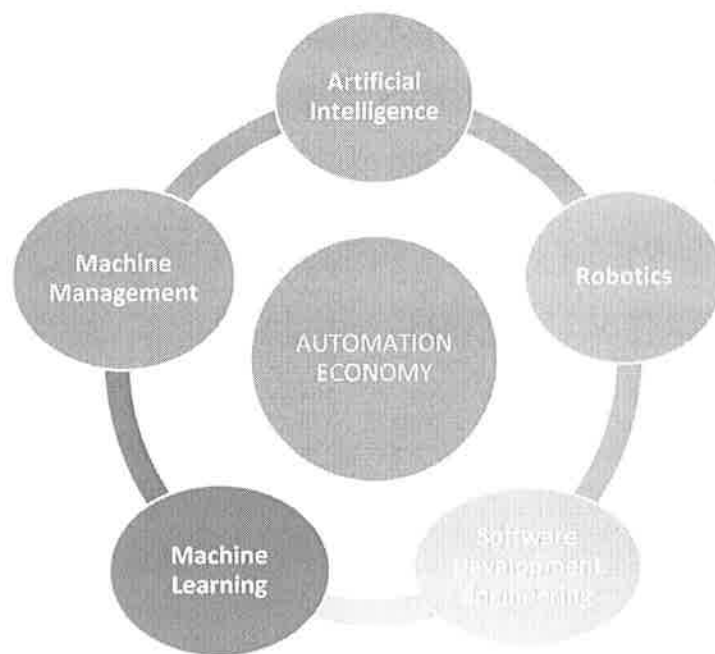
We'll invite three of Kentucky's largest employers representing the high-demand sectors of Advanced be invited to help create iLEAD-AE. Amazon has fulfillment centers in five Kentucky communities and employs 2,000+ people in peak retail seasons at their Bullitt County site. GE Appliances, a Haier Company, also has its headquarters in Louisville and employs more than 12,000 local citizens. UPS air operations has its headquarters in Louisville and employs more than 21,000 from Kentuckiana.

All three companies are certain their operations and workforce needs will change dramatically in the Automation Economy. UPS will operate in a world of driverless trucks and drone deliveries. Amazon will make deliveries similarly and expects significant automation in logistics/distribution. GE builds appliances in Louisville and already is at the forefront of designing computer-based, voice-responsive appliances at their lab, *First Build*, located on the University of Louisville (UofL) campus. These employers and others will help those of us involved in the school design understand the

knowledge and skills students need in computer sciences, robotics, machine maintenance and operation, and innovation to succeed in the new world of work.

In a facilitated process in early summer 2018, the Planning Team will host a workshop where each industry partner will answer two fundamental questions: *How do you expect automation to change your workforce needs? What competencies and skills must prospective workers have to compete for jobs in this future workplace?*

The Planning Team, and some on the Academy Steering Committee and Program Advisory Committee, will brainstorm how we might adapt current pathways to meet employers' needs, how we might create new career pathways, and how we might develop a system of competency-based micro credentials for students to demonstrate their knowledge and skills. Micro credentials involve personalized learning and performance-based assessments. We will structure the micro credential system so students can gain expertise in multiple areas of the Automation Economy.

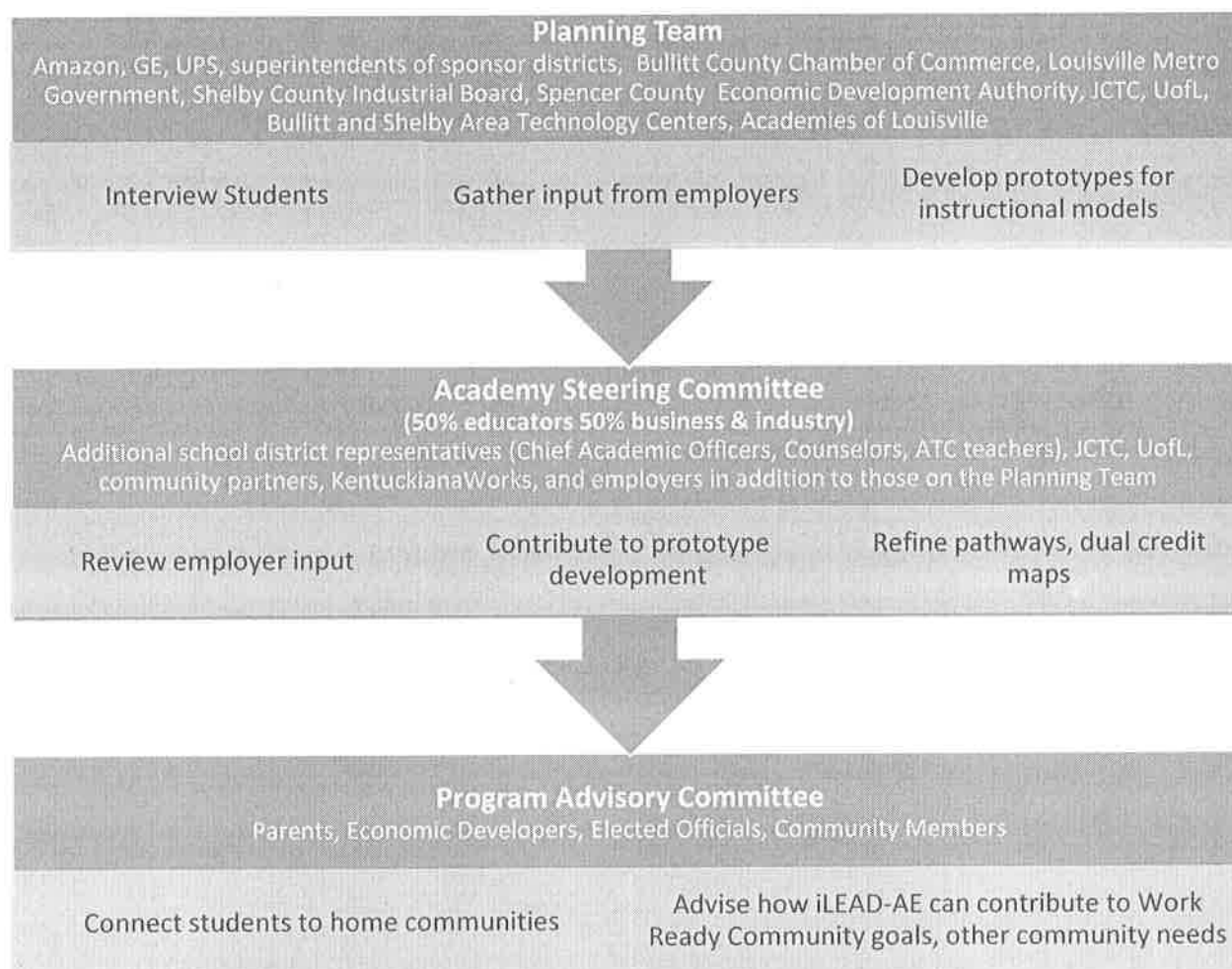


Micro credentials may differ from traditional, two-year CTE pathways or may be embedded within them. We will ask the Kentucky Department of Education and, if needed, Advance CTE, to help us integrate the micro credentials into approved CTE pathways. Creating a system of micro credentials and

testing prototypes for them with employers also presents an opportunity for employers to interpret and validate labor market information (LMI) for their sectors.

At the end of summer 2018, the Planning Team will ask employers who offered input at the beginning to reconvene and offer feedback on prototypes for the instructional program, career pathways and corresponding dual credit plans, micro credentials, and work-based learning. The Planning Team will then refine designs, devise staffing models, and present a final design to superintendents and Boards of Education.

## **Part 2: Support**



In 2013, five superintendents discussed how they might do more together for students in their small, rural school districts than they could alone. As the idea of a new program took shape, they asked the OVEC Director of Innovation Alicia Sells to facilitate meetings and help them gather input from students about their needs.

The group used Design Thinking, a methodology to solve problems by gathering insights from and creating solutions for the “end user” of a product/service. The process begins with “empathy interviews.” Superintendents and members of their administrative teams asked students “How would you improve your high school experience?”

Students’ answers were startling. They said their education lacks relevance and they wanted out of desks and to end days filled with teacher lectures. They expressed fear they would graduate without talking to even one adult about what they might do after high school. They shared a profound sense of financial responsibility for their current family members let alone the families they might have in the future. Ms. Sells and the superintendents designed iLEAD to solve these problems and many others. iLEAD truly is a student-designed school.

Creation of iLEAD-AE will begin with superintendents and some Planning Team members using the same process - asking students how they might change their high schools to better prepare them for the future. The Planning Team will synthesize the input and determine how it will shape the school they design for students and lead to increased access to accelerated career pathways.

Superintendent leadership is critical to developing a new school. We will ask iLEAD-AE superintendents to serve on the Planning Team, and advocate for the Academy in their districts. Specifically, they would inform parents and community members about the opportunity, recruit students to attend, engage academic and technical educators in their districts and connect information gathered from employers to their districts to improve college and career readiness for all students. As described in Part 1, employers will identify competencies specific to their industries and within high-demand sectors. As CEOs of their school districts, superintendents also will be an important part of discussions with employers about the competencies expected in the Automation

Economy workforce and connecting this information to their districts' efforts to improve college and career readiness for all students.

Postsecondary partners will bring important information to the Planning Team and Academy Steering Committee about how students can earn an associate degree or complete their general education requirements toward a bachelor's degree while in high school. As employers identify specific academic subject matter and technical skills students will need to succeed in the workforce, postsecondary partners can recommend degree programs aligned to their expectations.

Discussions with postsecondary partners about how, where, and when to offer students dual credit courses will be essential for development of seamless pathways from high school to postsecondary education. They will help identify efficient use of resources as they grapple with budgetary issues and work to maintain rigor in dual credit courses necessary to maintain their accreditation.

Students at the iLEAD earn substantial hours of dual credit at the Carroll County Area Technology Center (CCATC) and at iLEAD. Exploration of how iLEAD-AE students might participate in courses at the Bullitt and Shelby County Area Technology Centers (also serving Spencer County students) and at Academies of Louisville could result in similar partnerships for iLEAD-AE students. Principals of these schools will serve on the Planning Team, and they and faculty members will take part in work sessions with employers, will help modify and create specific pathways, and will discuss dual credit access and delivery with postsecondary partners.

Partnerships between iLEAD and the CCATC have radically changed students' access to high quality/high demand career pathways. Last year, two CCATC teachers volunteered to attend two-week training sessions during summer so they could teach Project Lead the Way (PLTW) Computer Science Engineering and PLTW Digital



Electronics. This summer, one Health Sciences faculty will spend two weeks training to teach PLTW Biomedical Pathway. iLEAD Academy paid training fees and travel expenses. CCATC paid for faculty workdays.

CCATC Principal Tony Jury also opened classes to iLEAD students so 30 -35 more students a year can pursue career pathways in automotive, carpentry, construction, electronics, health sciences, and information technology. Understanding how powerful the relationship with the CCATC is for iLEAD students in Carroll, Gallatin, Henry, Owen, and Trimble Counties, we will put top priority on developing bonds with technical schools in Bullitt, Jefferson, and Shelby Counties (Shelby County ATC serves Shelby and Spencer students) to increase access to career pathways for students at iLEAD-AE.

We will look to our Community Partners (Bullitt County Chamber of Commerce, Louisville Metro Government, Shelby County Industrial Board, and Spencer County Economic Development Authority) to serve on the Planning Team and Program Advisory Committee. We need their help especially addressing a sensitive issue that arose as plans for the iLEAD took shape. County Judge Executives and Mayors in the five counties were concerned iLEAD would educate the best and brightest students and encourage them to leave their hometowns.

iLEAD's director has since designed numerous programs to keep students connected to their home communities. For example, each freshman class begins the year with *Community Learning Walks* during which they interview residents and community leaders about the community's greatest needs. Students then design projects to serve their communities and address identified priorities.

Community Partners can be important conduits to connect iLEAD-AE students back to their communities and neighborhoods. They also will help us determine how iLEAD-

AE can serve the Work Ready Community Goals in each county, contribute to economic growth and development, and educate future community leaders for their hometowns.

### **Part 3: Program of Studies and Career Pathway Options**

Labor Market Information (LMI) for the KentuckianaWorks Region shows the highest-demand sectors are:

- Advanced Manufacturing (Engineering)
- Consumer and Business Services
- Construction
- Food and Beverage
- Health Enterprises, Lifelong Wellness, and Aging
- Information Technology
- Logistics and Supply Chain Management

Each of these will change significantly over the next decade as artificial intelligence, robotics, and rapidly advancing technology transform the workplace. In fact, world economists have dubbed the coming wave of change “The Automation Economy.”

The World Economic Forum characterizes economy automation as the lynchpin of a Fourth Industrial Revolution. Economist and scientist Andrew McAfee, co-director of the MIT Initiative on the Digital Economy, and author of books on the subject, wrote in 2015 “Digital technologies are doing for human brainpower what the steam engine and related technologies did for human muscle power during the Industrial Revolution. They are allowing us to overcome many limitations rapidly and to open new frontiers with unprecedented speed. It is a very big deal. But how exactly it will play out is uncertain.”

Economic experts vary in opinions about *how* Artificial Intelligence (AI), robotics, automation, and computer systems with the ability to learn (machine learning) will affect workplaces, but virtually all agree America is woefully unprepared to equip individuals with the skills required to respond to the transition. Additionally, workforce development policies and approaches fall short in meeting the needs of today let alone in the future.

*America Succeeds*, a leading force in mobilizing employers to support and inform continuous improvement in education, gathered input from business leaders around the globe to prepare "The Age of Agility: Education Pathways for the Future of Work" (Taylor, 2017). Their counsel crystalizes why we chose to create a regional academy for urban and rural students. The report says, "Despite the uncertainty, one thing is clear: those who will thrive in this new reality will have to be highly agile, creative, critical thinkers, comfortable in diverse environments, and open to a future far more fluid than that to which we are accustomed." At iLEAD-AE, we will equip students with the academic, technical, and dispositional skills to succeed today **and** in the Automation Economy along with entrepreneurial spirit and leadership capacity to lead Kentucky into the future.

The Planning Team, Academy Steering Committee, and Program Advisory Committee will develop prototypes of career pathways aligned to the Automation Economy, recommend instructional models, identify CTE, certificates, and third-party industry certifications students may pursue in pathways available at iLEAD-AE, and consider which dual credit courses fit the pathways. The Academy Steering Committee will play a critical role in developing a budget to support pathway instruction and equipment.

Postsecondary partners will help identify career pathways aligned to major and minor programs important to high demand sector employers, evaluate the career pathways and determine how students can earn an associate degree or complete general education requirements while at iLEAD. We will develop sequenced course maps for degree and certification attainment while students are in high school, for entry into the workforce, or for completion of a bachelor's degree.

Employers will offer feedback on the prototypes and ultimately identify the best instructional programs for their needs. Having established strong, initial employer involvement in the school, we then will ask employers to:

- allow us to bring students to their workplaces to shadow employees performing specific skills students are studying,
- develop experiential, work-based learning activities for teachers and students,
- pose real-world challenges in which groups of students work together to design solutions,
- help us integrate job shadowing, work-based, and challenge-based learning into an Experience Incubator,
- score presentations of students' work.

We will schedule regular discussions with employers to evaluate progress on preparing students who can meet local needs per LMI and determine additions or modifications to our program.

#### **Part 4: Regional Career Academy**

The inaugural iLEAD Academy is the model for Kentucky's winning application to J.P. Morgan Chase's New Skills for Youth (NSFY) program. Our response to this Request for Applications in NSFY Cohort II is for funding to scale the innovation of Kentucky's first regional, full-day career academy and create a network of iLEAD Academies in Kentucky.

iLEAD is a full-time, four-year high school for students from sponsor districts. iLEAD students maintain primary enrollment in their home high school for purposes of SEEK (Kentucky's per-pupil school funding formula) and assessment and accountability.

Students enter iLEAD as freshmen and graduate with a high school diploma and at least one work certification aligned to regional high-demand occupations. With a Kentucky Board of Education waiver from regulatory high school graduation requirements, students work to become college-ready by the end of the sophomore

year. We then design Individual Graduation Plans so students can pursue a stackable, second work credential and an associate of science (AS) or associate of applied science (AAS) from JCTC. All but two students in the first cohort met college-readiness benchmarks and enrolled as full-time college students at JCTC in 2017-2018. The majority of this junior class will earn 30 or more hours of dual credit by June 1, 2018.

Essential to creation of the first iLEAD Academy and students' success is the partnership with the Carroll County Area Technology Center (CCATC). CCATC Principal Tony Jury worked hand-in-hand with iLEAD's Director to open career pathways to iLEAD students and develop hybrid Project Lead the Way (PLTW) pathways to meld with iLEAD's PLTW Engineering program of studies. Students can pursue PLTW Hybrids in automotive, construction, and welding pathways.

Mr. Jury and the Health Sciences faculty were instrumental in developing an Associate's to Bachelor's (A2B) Nursing Pathway so iLEAD students can seamlessly move into JCTC's Associate of Nursing program and complete a Bachelor's in Nursing two years after high school graduation. JCTC has granted the first student in the pathway conditional approval to enroll in this program. She is on track to earn Licensed Practical Nurse certification as she graduates from high school next year.

CCATC meets the needs of juniors and seniors from iLEAD's five sponsor districts in important technical pathways. We did not intend iLEAD to eliminate these programs but to expand student access to and interest in technical studies. A welcome development is the enthusiasm with which freshmen embrace technical studies at CCATC.

According to anecdotal evidence, students have not experienced the biases against CTE sometimes found in traditional high schools. They see no difference between going to school at CCATC or at iLEAD. In fact, most iLEAD students move between the two schools throughout the day as though one is a campus of the other.

Our plans for iLEAD-AE include similar models of collaboration with the Area Technology Centers in Shelby (serving students in Shelby and Spencer Counties) and Bullitt Counties and the Academies of Louisville in Jefferson County.

As the iLEAD-AE Academy Steering Committee develops prototypes for an instructional program, career pathways, micro credentials, and degree attainment, we will look to CTE experts in these districts to explore opportunities for collaboration. For example, students interested in highly technical, digitized manufacturing may need an introductory machining class or to earn a certification in machining at the CCATC or an Industrial Maintenance Technologist certification from the BCATC. We will explore possibilities for student to travel to those schools to benefit from teachers' expertise.

Advanced Manufacturing is one of the highest-demand sectors in the KentuckianaWorks region. We will look at data for this sector with partners at the Bullitt and Shelby County Technology Centers, JCPS, JCTC, and UofL to determine gaps in student preparation for current workforce needs. As described in Part 3, we will ask regional employers how automation will change skills for future employees. The Academy Steering Committee then will develop academic, CTE, and blended pathways to help students be competitive in occupations specifically requiring an associate of applied science (AAS), associate of science (AS), or bachelor's of science (BS).

Current labor market data from KentuckianaWorks provides specific information about advanced manufacturing occupations and how students should prepare:

469 Postings in Last 3 Months	Production	Process Development	Quality Assurance	Maintenance
Associate Degree Required	No high-demand jobs available at this level within the pathway	Mechanical Drafters  20 postings within past 3 months  \$18.38 - \$26.29/hr.	Engineering and Manufacturing Technicians  84 postings within past 3 months  \$15.87 - \$30.68/hr.	No high-demand jobs available at this level within the pathway
Bachelor's Degree Required	Manufacturing Engineers  60 postings within past 3 months  \$35.91 - \$53.29/hr.	Estimators/Sales Engineers  16 postings within past 3 months  \$21.83 - 37.02/hr.	Quality Engineers/ Production Managers  97 postings within past 3 months  \$30.83 - \$50.85/hr.	Electrical and Mechanical Engineers  76 postings within past 3 months  \$31.62 - \$49.03/hr.

Analysis of *LMI* for Information Technology paints a vivid picture of why a school like iLEAD-AE can be important to workforce development. There are no high-demand jobs in this sector for those with a high school diploma, GED, or certificate. There is moderate to low demand for workers with an associate degree or some college, but demand is significant for those with a bachelor's degree.

As with advanced manufacturing, we will analyze current program offerings with our partners in the technology centers and ask employers to describe future needs. Input from postsecondary partners will be particularly important to understanding bachelor's degree majors and minors to align with a rapidly changing industry.

As the Committees develop career pathways and align dual credit programs, we will set quantitative goals for improvement in access to pathways, student recruitment and retention at iLEAD-AE, collaborative partnerships with area technology centers, dual credit hours earned, work credentials earned, work-based learning experiences, and successful transition to the workplace or a bachelor's degree program. We also will annually gather qualitative feedback from employers, students, teachers, and partners.

As we create a career academy with significant geographic, racial, ethnic, cultural, and socioeconomic diversity, we have one potential barrier, and we have a plan to address it. The concern is how we ensure students of such diverse backgrounds work well with one another and feel equal ownership in their school. We have researched culturally responsive teaching programs and zeroed in on the Denver Public Schools' program as an ideal model for us to study. Their *Culture, Equity & Leadership Team* (CELT) champions a culture of equity, helps educators and students build trust, and leads conversations about diversity, equity, and inclusion.

#### **Part 5: Budget (Detailed Budget and Narrative Form)**

**We request \$115,000 in funding from the New Skills for Youth (NSFY) program, which we will use to support three goals of creating a regional career academy:**

1. Engaging employers in identifying competencies workers will need to succeed in the Automation Economy and developing a series of competency-based micro credentials for students to demonstrate those competencies.
2. Ensuring we have the right staff on board to plan and open this innovative school by August 2019.
3. Learning from successful innovations around the nation.

**Goal 1: Employers' identification of competencies needed in a technologically advanced workplace will shape academic, technical, and experiential programs at iLEAD-AE. Our budget plan proposes spending \$55,000 for this work.**

- We will conduct two work sessions with employers. The first to ask how they anticipate automation will change their workforce and competencies they will expect employees to possess. The second to get their feedback on prototypes



for the iLEAD-AE instructional program. We will spend NSFY grant funds for materials, meeting space, and refreshments (\$5,000).

- Mr. Tom Vander Ark, CEO at Getting Smart and former director of the Bill and Melinda Gates Foundation Education Initiatives, works with the World Economic Forum on strategies to adapt education in preparation for the Automation Economy. We will utilize NSFY funds to bring Mr. VanderArk to KY for both work sessions with employers to share his expertise and assist in facilitation of the discussions (\$15,000).
- BloomBoard is the leader in developing micro credentials for educators. Mr. Jason Lange, founder and CEO, will consult with us on development of competency-based micro credentials for students to demonstrate work readiness for the Automation Economy and to make these available on the BloomBoard platform (\$20,000).
- Following our visit to the Experience Institute in Chicago (see Goal 3), we will develop a series of work-based, rapid-cycle experiences for students correlated to Automation Economy micro credentials. We will utilize NSFY to pay stipends to teachers to develop, experience, and learn personally from the program prior to implementation (\$15,000).

**GOAL 2: Essential to success in creating a new school is adequate staff. Our budget plan proposes spending \$50,000 of NSFY grant funds on personnel.**

- OVEC will hire a Project Manager to organize work with employers, study visits, consultants, and development of micro credentials (\$30,000).

- OVEC will contract for communications and marketing support for the school (\$10,000).
- OVEC will create an apprenticeship for a current iLEAD student to assist with development of the second academy. Designing iLEAD to meet students' needs and expectations is the key to its success. We want a student with experience in the school to focus adult attention on the importance of student-centered instruction, experiences, and programs. This expenditure includes compensation for the student's time and travel expenses. (\$10,000).

**Goal 3: Learning from others' successes will inform our growth. Our budget plan proposes spending \$10,000 of NSFY grant funds to learn from innovative programs.**

- Planning Team representatives will visit the Experience Institute in Chicago, IL to see how they design experience-based learning paths (\$2,000).
- So we can best serve what we intend to be a very racially and socio-economically diverse student population at iLEAD-AE, Planning Team members will visit the Denver Public Schools' Culturally Responsive Teaching Program (\$4,000).
- As we grow the "Early College" aspect of the iLEAD model, members of the Planning Team will visit Early Colleges in the Texas Rio Grande region to study their "fifth year of high school" concept and learn how state government supports the cost of their programs (\$4,000).

## New Skills for Youth Grant Cohort II

### Detailed Budget & Narrative Form

OHIO VALLEY EDUCATIONAL COOPERATIVE/iLEAD-AE

#### Name of Applicant

**Instructions:** Use this form to provide a detailed, itemized explanation of expenditures for the New Skills for Youth Grant Cohort I. Successful approval of budget is pending further review by the Kentucky Department of Education.

Cost Category	Grant Amount (NSFY funds)
Team Planning Lead Salary/Fringe*	30,000
Travel (visit Career Academies**, planning meetings, professional learning, other)	10,000
Marketing/Communication	10,000
Fees-associated with development of regional career academy plan	55,000
Expenses specific to the planning grant (provide detailed explanation) – Student Apprenticeship	10,000
<b>GRAND TOTAL</b>	

\*Up to \$30,000 for Team Planning Lead Salary/Fringe

\*\*Up to \$10,000 for visits to Career Academies

#### NOTE:

##### Examples of an Allowable Use of Funds are

- Salary of Team Planning Lead
- Travel-planning meetings, professional learning, other related travel expenses
- Related marketing/communication expenses
- Fees- legal or other fees specific to the development of regional career academy plan
- Expenses specific to the planning grant

##### Examples of an Unallowable Use of Funds are

- Writing the application
- Equipment purchases such as smart boards, computers, and printers
- Capital improvements
- Entertainment or alcohol

***Additionally, NSFY grant funds cannot be used to supplant funds***

## New Skills for Youth Grant Cohort II

### Detailed Budget & Narrative Form

OHIO VALLEY EDUCATIONAL COOPERATIVE/ILEAD-AE

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***Additionally, NSFY grant funds cannot be used to supplant funds***

***A RESOLUTION OF THE BULLITT COUNTY BOARD OF EDUCATION***

**WHEREAS**, the Board of Education of the Bullitt County Schools has the desire for all our students to be globally competitive; and,

**WHEREAS**, we recognize each student has unique skills, aspirations, capacities, and dreams and we believe learning must be personalized to meet individual needs; and,

**WHEREAS**, we believe together we can provide students in our district more opportunities to succeed in life;

**WHEREAS**, we commit to provide a broader continuum of learning options to facilitate ALL our students becoming College and Career Ready upon graduation; and,

**WHEREAS**, we commit to set high expectations for ALL students; and,

**WHEREAS**, we commit to provide ALL students with choices on how and where they will learn; and,

**WHEREAS**, we commit to foster a greater college-going, work-ready culture throughout our region; and,

**WHEREAS**, we commit to work to drive gains in ALL students' academic knowledge and preparation for life beyond high school graduation; and,

**WHEREAS**, we commit to provide students with enhanced opportunities to earn college credits while in high school to make pursuit of postsecondary education more affordable and attainable for them; and,

**WHEREAS**, we commit to align our educational programs with the workforce needs and industry standards of our regional employers to support economic development and job growth in the region; and,

**WHEREAS**, we commit to providing our students with the skills necessary to be employable and competitive in the workplace; and,

**WHEREAS**, we commit to making learning more relevant to our students to reduce the number of students who drop out or fall behind; and,

**WHEREAS**, we commit to expand our students' knowledge of specific career options, exposure to the world of work, and understanding of relevant work certifications and postsecondary studies; and,

**WHEREAS**, we commit to engage with partners in our community to facilitate the provision of adequate opportunities for our graduates to live, work, and contribute to the future growth and prosperity of our community and Commonwealth; therefore,

**BE IT HEREBY RESOLVED THAT**, the Board of Education of the Bullitt County Public Schools resolves to;

1. Cooperate toward the planning of a Regional Career Academy that expands career pathways studies available to students in our school districts; and,
2. Explore ways to align and develop educational programs in our schools to provide rigorous and connected learning opportunities from which students may choose; and,
3. Explore and plan how to create and participate in a Regional Career Academy in collaboration with the Kentucky Department of Education with funds provided by the New Skills for Youth Grant;
4. Work to build partnerships with regional business and industry partners, postsecondary representatives, economic developers, regional Workforce Investment Boards, other school districts, and representatives of our parents and students; and,
5. Ensure New Skills for Youth planning grant funds are used in strict compliance with the terms of the grant.

ENTERED INTO ON THIS DAY, March 12, 2018, by:



Debby Atherton, Chairperson



Dr. Keith Davis, Superintendent

Jefferson County Public Schools  
Administrative Offices

VanHoose Education Center  
P.O. Box 34020  
Louisville, Kentucky 40232-4020  
(502) 485-3011



March 20, 2018

To Reviewers of Kentucky's New Skills for Youth Grant Applications:

The Jefferson County Public School (JCPS) District intends to be a partner in the development of a regional career academy focused on preparing students for highly-technical jobs in areas such as robotics, machine learning, artificial intelligence, and digitized manufacturing.

The NSFY resolution will be on the Jefferson County Board of Education's April 24, 2018, meeting agenda. JCPS will submit a copy of the signed resolution upon the Board's approval.

As members of the Planning Team and Academy Steering Committee, members of my staff and I will:

- Connect the Academies of Louisville and JCPS technical schools with the work,
- Learn from employers about the competencies they expect to see in highly-qualified workers,
- Participate in developing a series of micro-credentials in which students may demonstrate those competencies,
- Review and develop career pathways aligned to employers' needs,
- Participate in developing a financial and operational model for the school, and
- Keep the Jefferson County Board of Education apprised of our progress.

If funded, the New Skills for Youth Grant proposal will be submitted to members of the Jefferson County Board of Education for their review and approval of the agreement between the school district and the Ohio Valley Educational Cooperative, formalizing the responsibilities and obligations of the parties in more detail. The responsibilities and obligations of JCPS as set forth in this letter are conditioned upon such subsequent approval by the Board of the terms of such agreement. For any project involving research, participation is voluntary and research activities will not take place before an approval is secured from the JCPS Institutional Review Board.

Sincerely,

Martin A. Pollio, Ed.D.  
Superintendent

MAP:scf

***A RESOLUTION OF THE SHELBY COUNTY BOARD OF EDUCATION***

**WHEREAS**, the Board of Education of the Shelby County Schools has the desire for all our students to be globally competitive; and,

**WHEREAS**, we recognize each student has unique skills, aspirations, capacities, and dreams and we believe learning must be personalized to meet individual needs; and,

**WHEREAS**, we believe together we can provide students in our district more opportunities to succeed in life;

**WHEREAS**, we commit to provide a broader continuum of learning options to facilitate ALL our students becoming College and Career Ready upon graduation; and,

**WHEREAS**, we commit to set high expectations for ALL students; and,

**WHEREAS**, we commit to provide ALL students with choices on how and where they will learn; and,

**WHEREAS**, we commit to foster a greater college-going, work-ready culture throughout our region; and,

**WHEREAS**, we commit to work to drive gains in ALL students' academic knowledge and preparation for life beyond high school graduation; and,

**WHEREAS**, we commit to provide students with enhanced opportunities to earn college credits while in high school to make pursuit of postsecondary education more affordable and attainable for them; and,

**WHEREAS**, we commit to align our educational programs with the workforce needs and industry standards of our regional employers to support economic development and job growth in the region; and,

**WHEREAS**, we commit to providing our students with the skills necessary to be employable and competitive in the workplace; and,



WHEREAS, we commit to making learning more relevant to our students to reduce the number of students who drop out or fall behind; and,

WHEREAS, we commit to expand our students' knowledge of specific career options, exposure to the world of work, and understanding of relevant work certifications and postsecondary studies; and,

WHEREAS, we commit to engage with partners in our community to facilitate the provision of adequate opportunities for our graduates to live, work, and contribute to the future growth and prosperity of our community and Commonwealth; therefore,

BE IT HEREBY RESOLVED THAT, the Board of Education of the Shelby County Public Schools resolves to:

1. Cooperate toward the planning of a Regional Career Academy that expands career pathways studies available to students in our school districts; and,
2. Explore ways to align and develop educational programs in our schools to provide rigorous and connected learning opportunities from which students may choose; and,
3. Explore and plan how to create and participate in a Regional Career Academy in collaboration with the Kentucky Department of Education with funds provided by the New Skills for Youth Grant,
4. Work to build partnerships with regional business and industry partners, postsecondary representatives, economic developers, regional Workforce Investment Boards, other school districts, and representatives of our parents and students; and,
5. Ensure New Skills for Youth planning grant funds are used in strict compliance with the terms of the grant.

ENTERED INTO ON THIS DAY , March 22, 2018, by:

  
Brenda C. Jackson  
Board Chair

  
Superintendent

**Board Members**

Debbie Herndon  
*Chairperson*

Janet Bonham  
*Vice Chair*

Sandy Clevenger  
Bart Stark  
Lynn Shelburne



**SPENCER COUNTY PUBLIC SCHOOLS**

207 WEST MAIN STREET • TAYLORSVILLE, KY 40071  
(502) 477-3250  
FAX (502) 477-3259

Chuck Adams  
*Superintendent*

Chuck Abell  
*Assistant Superintendent*

Todd Russell  
*Director of Special Education*

Mark Thomas  
*Director of Operations  
& Transportation*

Bob Hafendorfer  
*Director of Pupil Personnel*

March 26, 2018

To Reviewers of Kentucky's New Skills for Youth Grant Applications:

The Spencer County Public Schools intends to be a partner in development of a regional career academy focused on preparing students for highly technical jobs such as robotics, machine learning, Artificial Intelligence, and digitized manufacturing.

Due to uncertainty of funding for the next biennium in the Kentucky State Budget, I decided to wait until the March 26, 2018 meeting to present this to the Board of Education for their consideration. The NSFY Resolution is on the Board of Education's agenda for Monday, March 26, 2018. I will submit a copy of the signed resolution upon their approval.

As members of the Planning Team and Academy Steering Committee, members of my staff and I will:

- Learn from employers about the competencies they expect to see in highly qualified workers
- Participate in developing a series of micro credentials in which students may demonstrate those competencies
- Review and develop career pathways aligned to employers' needs
- Participate in developing a financial and operational model for the school
- Keep the Board of Education apprised of our progress.

Sincerely,

Charles Adams  
Superintendent

**GOING THE DISTANCE FOR ALL STUDENTS!**

Spencer County Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.  
Equal Education and Employment Institution



## Bullitt County Public Schools

1040 Highway 44 East  
Shepherdsville, Kentucky 40165

502-869-8000  
Fax 502-543-3608  
[www.bullittschools.org](http://www.bullittschools.org)

March 20, 2018

To members of the New Skills for Youth Proposal Review Team,

As the superintendent of the Bullitt County Schools, I strongly support the idea of creating a regional career academy focused on preparing students for success in the highly technical Automation Economy. This initiative is another avenue for excellence in our school district.

As I presented the concept to the Bullitt County Board of Education, I also consulted with incoming Bullitt County Superintendent Jessie Bacon and asked for his support. He endorsed the district's involvement.

Prior to June 30 when my tenure as superintendent of the Bullitt County Schools concludes, I will serve on the NSFY Planning Team. Members of my staff and I will:

- Connect the Bullitt County Area Technology Center with the work
- Learn from employers about the competencies they expect to see in highly qualified workers
- Participate in developing a series of micro credentials in which students may demonstrate those competencies
- Review and develop career pathways aligned to employers' needs
- Participate in developing a financial and operational model for the school
- Keep the Bullitt County Board of Education and incoming superintendent apprised of our progress

Sincerely,

Keith Davis, Ed.D.  
Superintendent



## Bullitt County Area Technology Center

Angela Binkley, Principal

March 30, 2018

To reviewers of New Skills for Youth applications,

The faculty and staff of the Bullitt County Area Technology Center are proud to have the opportunity to serve the needs of all students pursuing technical education and skills training. Bullitt County Public Schools has made a commitment to support our students to become college and or career ready and have created a successful partnership with Kentucky Tech District. Students at the Bullitt County Area Technology Center can obtain technical skills training that leads to a successful post high school transition through nationally recognized industry certifications, apprenticeship programs, and post-secondary education. We continue to provide second-to-none training in eight technical programs: Automotive, Air & Space Academy, Carpentry, Electrical, Health Sciences at BEHS, Industrial Maintenance, Masonry, and Welding.

Our students can benefit from this Academy partnership through the following ways:

- Creation of a training pipeline for technical students leading to high wage, high demand career fields in the Greater Louisville Region.
- Assurance that our students will increase their educational and skill attainment levels and be ready and able to enter the workforce as professionals.

I look forward to representing the Bullitt County Area Technology Center on a Planning Team and Academy Steering Committee as school districts in the Greater Louisville Region explore creation of a regional career academy where students prepare for highly technical jobs in the Automation Economy. We can link the work at BC ATC so our students may benefit from the Academy and Academy students may benefit from technical instruction at our school.

Sincerely,

Angela Franklin Binkley  
Principal



March 20, 2018

To Whom It May Concern,

The Bullitt County Chamber of Commerce gladly lends it support to the New Schools for Youth application proposing a regional career academy in the Greater Louisville Area.

Our Chamber has established a strong working relationship with the Bullitt County Public Schools and our members and staff are actively involved in the district's efforts to prepare a skilled workforce for our rapidly growing economy. We look forward to becoming a part of this regional effort to prepare students for the future of work in the Greater Louisville region.

We will assign appropriate staff to the Planning Team and Steering Committee. We look forward to learning more from employers about their workforce needs, contributing to development of career pathways, and offering feedback on prototypes for the educational program in the new school.

Sincerely,

Anita Stump, Executive Director  
Bullitt County Chamber of Commerce  
162 S. Buckman Street - P.O. Box 1656  
Shepherdsville, Kentucky 40165  
502.543.6727 - [www.bullittchamber.org](http://www.bullittchamber.org)

Jefferson County Public Schools  
**Career and Technical Education**

VanHoose Education Center  
P.O. Box 34020  
Louisville, Kentucky 40232-4020  
(502) 495-3320



**March 20, 2018**

**To Reviewers of New Skills for Youth Applications:**

**As the Director of the Academies of Louisville, I am pleased to offer my support for a New Skills for Youth grant application proposing creation of a regional academy in Greater Louisville.**

Launched at the start of the 2017-18 school year at 11 JCPS high schools, the Academies of Louisville initiative aims to evolve public education to equip students with the skills and expertise to meet the needs of a 21<sup>st</sup> Century workforce. The academy model benefits all students through a personalized learning experience within a small learning community; participation in hands-on, project-based learning; development of 21<sup>st</sup> Century essential skills; and community involvement.

JCPS is excited about the opportunity to collaborate with neighboring school districts on a **regional academy** focused specifically on preparing students for careers in the Automation Economy.

I will represent JCPS on the Planning Team and Academy Steering Committee. If pathways and curriculum developed calls for involvement of our technical school principals, I will invite them to join the teams.

As a member of the Planning Team and Steering Committee, I will be the liaison for JCPS to:

- Involve Jefferson County employers in design of the regional academy
- Connect appropriate JCPS staff to the various design teams
- Assist in developing career pathways aligned to employers' expectations for a highly skilled workforce in the Automation Economy

Sincerely,

Christy Rogers  
College and Career Readiness Director

## KENTUCKIANAWORKS

GREATER LOUISVILLE'S WORKFORCE DEVELOPMENT BOARD

410 West Chestnut Street • Suite 200 • Louisville, KY 40202 • Phone: (502) 574-2500 • Fax: (502) 574-4288 • [www.kentuckianaworks.org](http://www.kentuckianaworks.org)

March 15, 2018


To New Skills for Youth Grant Reviewers:

I am pleased to offer support from KentuckianaWorks for New Skills for Youth grant proposal to form a regional career academy in Greater Louisville where students can prepare for careers in the Automation Economy.

KentuckianaWorks is the Workforce Development Board representing the grant partners. Our cutting-edge Labor Market Data collection and analysis will provide vital information for development of career pathways at the academy. We have a track record of building strategic partnerships to make major workforce innovations happen.

My team and I will help gather employers to identify competencies they will expect in their future workforce, evaluate career pathways as the Planning Team and Steering Committee work to align pathways to competencies employers identify, and offer feedback on school design prototypes. We also look forward to being a part of designing an Experience Institute that provides employers and students opportunities for meaningful, work-based interactions.

Sincerely,



Michael B. Gritton  
Executive Director

MBG:aa





LOUISVILLE FORWARD  
LOUISVILLE, KENTUCKY

GREG FISCHER  
MAYOR

MARY ELLEN WIEDERWOHL  
CHIEF

March 22, 2018

To New Skills for Youth Grant Reviewers:

I am pleased to offer my support for this New Skills for Youth grant proposal.

A regional career academy where students prepare for the most technologically advanced careers in the automation economy will be an important tool in filling a workforce pipeline for several of Kentucky's largest employers as they transition to greater use of robotics, artificial intelligence, advanced computing systems, and digitized manufacturing.

As the leader of economic development for Louisville Metro Government, I view a regional academy as a vital asset for job retention and creation. I look forward to working with employers in the Greater Louisville region to identify core competencies for their workforce in the automation economy and designing a school to meet those needs as a community partner on the Planning Team and a member of the Steering Committee.

I will help evaluate career pathways as the Planning Team and Steering Committee work to align pathways to competencies that employers identify as critical for success in the automation of their companies. I also look forward to participating in the design of an Experience Institute to provide employers and students opportunities for meaningful, work-based interactions.

Louisville was recently recognized as being the number one city in America for manufacturing. Innovation and rapid transformation are occurring every day in our market. On behalf of the Mayor and our dedicated team of business development professionals, I am excited to welcome a regional career academy to serve as a model in preparing our youth for success in the automation economy.

Truly,

Mary Ellen Wiederwohl  
Chief, Louisville Forward

WWW.LOUISVILLEKY.GOV

METRO DEVELOPMENT CENTER 444 SOUTH 5TH STREET SUITE 600 LOUISVILLE, KENTUCKY 40202



March 26, 2018

To Whom It May Concern,

I am pleased to offer the University of Louisville's J.B. Speed School of Engineering's support for creating a regional career academy in the Greater Louisville region.

The J.B. Speed School of Engineering has great interest in students' high school experiences as they prepare for many careers in the Automation Economy that will require degrees in multiple engineering fields.

The J.B. Speed School of Engineering will participate in the Steering Committee as the project takes shape. UofL representatives will offer vital information about the Dual Credit aspects career pathways and about transferability of credits as degree completion maps are developed. This also is an important opportunity for the Speed School to offer guidance on how high school teachers may best prepare students interested in applying to our school to pursue a Bachelor's degree in engineering disciplines.

Sincerely,



Gail W. DePuy, Ph.D., P.E.  
Interim Dean

Office of the President

Bullitt County  
505 Buffalo Run Road  
Shepherdsville, KY 40165  
Telephone: (502) 213-4151

Carrollton Campus  
324 Main Street  
Carrollton, KY 41008  
Telephone: (502) 732-4846

Downtown Campus  
109 E. Broadway  
Louisville, KY 40202  
Telephone: (502) 213-5333

Jefferson Technical Campus  
727 W. Chestnut Street  
Louisville, KY 40203  
Telephone: (502) 213-5333

Shelby County Campus  
1361 Frankfort Road  
Shelbyville, KY 40063  
Telephone: (502) 633-5524

Southwest Campus  
1000 Community College Drive  
Louisville, KY 40272  
Telephone: (502) 213-5333

March 26, 2018

To Whom It May Concern,

I am pleased to offer Jefferson Community and Technical College's (JCTC's) support and partnership in creating a regional career academy in the Greater Louisville region.

JCTC is an integral part of the success of iLEAD Academy. iLEAD, as you may be aware, is the model used by the Kentucky Department of Education in its successful New Skills for Youth grant application.

JCTC will assign appropriate staff to the Planning Team and Steering Committee as the project takes shape. We will offer input on Dual Credit in career pathways.

Sincerely,

Ty Handy, Ph.D.  
President

