



Consolidated Annual Report 2017

**Program Year
July 1, 2017 – June 30, 2018**

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

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Background

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

Section 121: State Administration

A. Sole State Agency and Governance Structure

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

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

Section 124: Implementation of State Leadership Activities

USE OF FUNDS PART A

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

In collaboration with the Career and Technical Education Consortium of States (CTECS), KDE Division of College and Career Readiness Continuous Improvement Branch has worked to complete activities outlined in the 2017-18 Secondary Assessment grant. The funds for fiscal year 2017-18 have been used to perform the following activities:

- Provided direction and guidance in the improvement, expansion and development of occupational specific technical and academic skill standards and assessments through internal review and item analysis/item writing sessions.
- Participated in a Community of Practice forum through which states work collaboratively on sharing resources and solving common problems related to standards and assessment development and implementation. Kentucky served as host state for the meeting. State leaders presented information on career pathways, secondary-postsecondary program alignment, New Skills for Youth work in KY, and use of Labor Market information to drive decisions for Career and Technical Education (CTE) programming in the state.
- Coordinated the administration and use of assessment data for program improvement through professional develop workshops at CTE Summer Conference.
- Provided leadership to state staff in the analysis of assessment data to drive curriculum, professional development, continuous improvement visits and targeted technical assistance visits.
- Provided technical assistance to districts and schools in the administration of Kentucky Occupational Skills Standards Assessment (KOSSA).
- Conducted one online pilot assessments in Hospitality, Travel, Tourism, and Recreation.
- Conducted first year of live assessments for Digital Design and Game Development, Graphic Design, and Cinematography and Video Production.
- Revised standards in Early Childhood Education, Administrative Support and Business Management Pathways.
- Conducted online administration and reporting of assessments in 35 KOSSA and two Tech Ready Apprentices for Careers in Kentucky (TRACK) areas. More than 33,000 tests were administered during the 2018 testing window. There was a statewide pass rate of 52% in KOSSA and 27% in TRACK.
- Completed item alignment for Hospitality Travel Tourism and Recreation (HTTR) KOSSA Pilots.
- Conducted item analysis for TRACK assessments with industry partners.
- Articulated credit associated with KOSSA more than *doubled in 2017-18 and partnerships with postsecondary partners were strengthened.*

The postsecondary Kentucky Community and Technical College System (KCTCS) during the 2017-18 continued alignment of technical program content to industry standards and to identification of an end of program assessment that measures students' knowledge of program outcomes that meet business and industry standards. This ongoing process requires continuous evaluation due to the changing needs of industry partners and updates in technology and equipment. KCTCS faculty and administration utilize assessment data to aid in the measurement of student attainment of career and technical skill proficiencies, program content, and pedagogy. Specifically;

- Continued work aligning Classification of Instructional Programs (CIP) codes to ensure proper program designation and alignment with the US Bureau of Labor Statistics' Standard Occupational Codes (SOC).
- Further development included alignment to Kentucky's Top Five industry sectors to help identify eligible programs for the Kentucky Work Ready Scholarship program. The crosswalk was expanded in the second year of the Kentucky Work Ready Scholarship program to include eligible AAS programs.
- End of program assessments continue to be reviewed for accuracy and industry relevance.
- Continued work with the Kentucky Department of Education (KDE) to align curriculum with KCTCS CTE Dual Credit offerings and serve as the beginning of a pathway from secondary to KCTCS.

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 2017-2018 school year, many changes and updates were made to the Kentucky Technical Education Data System (TEDS). The efficiency of TEDS continues to increase. Additional security enhancements have improved validation of user accounts. Several reports were developed or enhanced including the home school report; student assessment summary report; enrollment 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 Kentucky Community and Technical College System (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? Yes

The Office of Career and Technical Education (OCTE) provided technical support for continuous improvement within the locally and state operated technical education programs through the program assessment process. The 2017-18 school year was the sixteenth year of implementation. The continuous improvement process has raised the quality of career and technical education programs statewide. Visits were conducted in 43 state and locally operated technical schools and departments.

Additionally the Kentucky Department of Education (KDE) conducted seven secondary monitoring visits to Perkins recipients as a result of consolidated monitoring of federal programs, which includes Perkins. During the site visits the team review documentation of student's participation in CTE courses and verification of accuracy in reporting by the school districts. The site visits included a review of all invoices paid with Perkins funds, career pathways offered by the districts, and data entered into the TEDS system. Technical assistance is provided during the visits. During the 2017-18 school year KDE moved toward a risk base consolidation selection process for district monitoring and technical assistance.

The Office of Career and Technical Education also completed a fiscal review of invoices for the postsecondary recipients. Postsecondary recipient expenses are paid on a reimbursement based. Before payments are made all invoices are reviewed.

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

The Kentucky Department of Education Office of Career and Technical Education is committed to ensuring that students in Kentucky remains competitive. Technical upgrade training is provided to ensure that staff to secondary and postsecondary career and technical education (CTE) teachers and program consultants in an effort to keep up with changing technology and industry trends. The training is necessary to prepare students for the modern workforce and postsecondary education opportunities, which it is a recognized component of the Kentucky College and Career Readiness accountability model. Technical upgrade 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 21 trainings for secondary and postsecondary teachers in the areas of agriculture, business and marketing, information technology, construction, transportation, manufacturing and engineering technical upgrade training workshops during the 2017-18 school year. All trainings correlated to the current pathway offerings and appropriate industry

certifications. A total of 321 career and technical educators participated in the training workshops.

During the 2017-18 school year OCTE provided OSHA training for teachers by Certified OSHA Trainers in the DJJ and CTE/KY Tech systems. This training strengthens the ability to produce OSHA certified students, while imbedded in the curriculum of the applicable career pathways. Perkins funding enables classification of CTE teachers (Construction, Manufacturing, DJJ) in Kentucky as credentialed OSHA trainers for the 10-hour and 30-hour construction safety and health outreach program. Training sessions were offered during the summer of 2018.

- OSHA 510 Standards for Construction Training – 12 instructors
- OSHA 511 Standards for General Industry Training – 13 instructors

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 Kentucky Department of Education/Office of Career and Technical Education partners with Kentucky Association of Career and Technical Education (KACTE) to host a summer professional learning conference every year. Secondary and postsecondary instructors, administrators, counselors, and administrative assistants are offered professional learning sessions covering a variety of topics including Perkins updates; curriculum updates; new and emerging technology; special needs issues; non-traditional issues; and others. Approximately 1400 people attended the 2017 summer learning program. Staff from the Department of Corrections and Juvenile Justice, Kentucky School for the Death and Kentucky School for the Blind also attended this conference.

The Office of Career and Technical Education ensure that Kentucky students, teachers and staff has professional learning opportunities which supports growth and competitive workforce by maintaining membership in state and national organizations such as at the secondary level;

- American Association for Family and Consumer Sciences (AAFCS) Consortium membership - 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. Maintaining our 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.
- National Consortium of Health Science Educators (NCHSE) – 2 state staff members were involved in the NCHSE curriculum conference designed to provide current information in health related fields. Participation informed and equipped state staff with information

to maintain a current program of study guiding pathways in health science. Information was disseminated to teachers statewide through professional development opportunities at the state CTE conference as well as through ongoing technical assistance.

- Kentucky Master Agriculture Teacher Program - The Kentucky Master Agriculture Teacher (KMAT) program is designed to provide teachers in the early part of their career with the resources and skills that will help them become successful. This 2-year program will help teachers learn how to increase the quality of work-based learning opportunities, expose them to resources to help them advocate for their local programs, engage in a mentoring program and better utilize FFA in the curriculum. The current cohort has 10 teachers participating.
- MBA Research Conclave – Belonging to this multistate consortium provides benefits to all Kentucky Business and Marketing teachers through access to aligned curriculum and other instructional resources. Two state staff members attended the MBA Research Conclave as well as the annual Leadership Forum. The Leadership Forum also provided the opportunity to involve two teachers. Kentucky chose a teacher representing each program area – business and marketing. A state plan was developed to revamp the programs of study and combine them into one program area expanding opportunities for students. State staff and teachers participating in the Leadership Forum developed and delivered professional development for all business and marketing teachers and provided this at the annual CTE conference.
- AWS Certifications and Renewals - All Welding Instructors employed by the Office of Career and Technical Education are required to be certified by the American Welding Society (AWS). All Welding Programs in the Office of Career and Technical Education are required to be SENSE Accredited by the American Welding Society (AWS). The AWS Certification and Accreditation demonstrates to industry and to the community that the program meets the required technical standards. (AWS Certified) instructors teach the knowledge and skills required for students to attain industry certifications increasing their potential for further employment and meeting Career and College Readiness (CCR). This opportunity assessed teachers on current industry skills to ensure students are being prepared for today's workforce. During the 2017-18 FY, a total of 11 teachers completed the AWS CWE & CWI renewals and 9 teachers received initial certification.
- Career and Technical Student Organizations – State staff serving as advisors to the CTSOs participated in State Directors Trainings for FFA, FBLA, FCCLA, HOSA, Skills USA and TSA. These trainings provided state leaders with the information needed to implement state level activities and impacted CTSO advisors and programs statewide.

OCTE provides funding for postsecondary Kentucky's Community and Technical College System (KCTCS) CTE staff as well as CTE faculty at the states four year universities.

KCTCS is comprised of sixteen community and technical colleges across the state of Kentucky. KCTCS CTE staff was provided with professional development opportunities. Over 35 event opportunities were offered throughout the year for CTE faculty and were

attended by over 4000 participants. While some events were face-to-face, others were offered online with a recording option. Most events were available to all CTE faculty but four were by invitation only Workshops and seminars were attended e.g., ACTE, KACTE, NACTEI, NCPN, HOSA, Skills USA, KLN, COARC, INACSL, and Blackboard World. Faculty in nursing programs that were identified as not meeting their end of program assessment targets. Training was designed to increase success rates for students. Additional professional development opportunities were also provided to nursing faculty.

- Professional Development events hosted for all KCTCS CTE faculty included Technology Summits, ThinkShops, LearnShops, Webinars, and Online Conferences. Technology Summits are face-to-face events held at the campuses teaching effective uses of software (Office 365, Blackboard, etc.). ThinkShops are also face-to-face and provide collaboration sessions between faculty to identify and solve common challenges for professional and student challenges. LearnShops were new this year and provided participants a face-to-face learning experience. Topics such as *Creativity in the Classroom*, *Adding Depth to the Online Classroom*, and the *Culture of Caring* were presented then breakout sessions were established around these topics for more in-depth learning and understanding for faculty to implement these ideas.
- All CTE faculty were invited and 513 participated in these events. Participant returned surveys and feedback indicate a positive outcome on all events ranging in the 80 – 96% range of satisfaction. The participants also indicated, through feedback, how they plan to use the various skills learned to improve student success and completion. The positive feedback and survey results identifies the success of face-to-face programs offered throughout the year to CTE faculty.
- KCTCS Online events for CTE faculty included 11 webinars and 3 online conferences. The online events covered topics such as service, diversity, and classroom technology. Presenters were given specific training for presenting online to a virtual audience. These sessions were well received by busy faculty that could not always travel to attend trainings. Many of the sessions were engaging and involved the faculty through online participation strategies, increasing faculty understanding of the value that online trainings can offer. Throughout the year, 423 CTE faculty participated in the live online offerings. In addition, these sessions were archived and could be viewed at their convenience. Another 517 CTE faculty viewed the archived sessions. Surveys and comments showed satisfaction in the 90 – 98% range. Comments indicated that online options are a great alternative when faculty cannot attend face-to-face sessions due to various reasons. They also indicated many suggestions of how they would incorporate this learning into their classrooms.
- Office for Professional Development Institute (OPDI) offered 2 specialized events this year (under PD Perkins funding) for CTE faculty; the Innovative Educator Academy and the Leading Educator Academy. Colleges were invited to select and send CTE faculty to these events. Both of these project met their objectives, received rave reviews, and gave faculty skills that could be immediately implemented in the classroom.
 - The Innovative Academy, 27 participants had developed 19 implementation plans to improve student success. They will test these implementation plans throughout the coming academic year and report classroom outcomes. Giving them the skills and tools to recognize issues and empowering faculty to try new ideas for success is the long term impact for their programs. Feedback for

this Academy was overwhelmingly positive, high 90s. Additionally, 9 participants, representing 7 colleges, volunteered to lead the cohort throughout the year to report success and identify new strategies.

- The Leading Educator Academy is a 4-day event that utilizes the nationally recognized Master Trainer program through The Association for Talent Development (ATD). The Academy was attended by 15 CTE faculty from around the state. Throughout the session, participants learned a variety of teaching methodologies and presented presentations to other participants showing their new skills. To receive the Master Trainer Certificate, participants must complete and successfully pass a live evaluation and an additional online elective course that matches their interests.
- Innovative Educators Go 2 Knowledge is a new teaching training pilot initiative repository with over 100 recorded sessions and over 150 live webinar sessions from presenters around the world. The pilot started in June and will run throughout the year. CTE faculty have access to the full repository with topics such as Teaching and Learning, Student Success, Title IX, and Campus Safety. During the first month of the pilot (June 2018), 39 CTE faculty viewed 24 topics and attended 15 live webinars.
- Hoonuit is an additional training repository with hundreds of technical and soft skill courses where CTE faculty have unlimited access. These courses may include assessments to ensure learning and may provide CEU credits. In its first month, 33 users accessed 650 tutorials on 42 topics. Initial feedback has been positive for the on-demand trainings and topics.
- From these 2 training repositories, training tracks are being established for CTE faculty. This will allow them to start at their level and work their way, through training, to acquiring new skills to utilize in the classroom that supports individualization, success, and completion for students. The Office for Professional Development worked with Technology Solutions to develop phase 1 of a tracking system for all PD offered and attended around the system. Each college maintained their own records, with different data points, in the current system. Phase 2 will introduce a system allowing KCTCS to capture consistent and detailed data around PD offered and attended by faculty and staff. Initial feedback shows an acceptance of this system as a better way to record and report professional development.

Kentucky is fortunate to have a thriving career and technical education program which is supported by postsecondary. Five of Kentucky's state universities receive Perkins funding, Eastern Kentucky University, University of Kentucky, Morehead State University, Murray State University and Western Kentucky University. During the 2017-18 school year the universities used Perkins funding for professional learning opportunities for CTE faculty. The faculty attended state and national conferences such as KACTE Summer Conference, National Business Education Association (NBEA), Annual Behavior Tax Research Symposium, ACTE, National FFA, State FFA Conventions, Southern Region Association of

Agricultural Educators and KY Association of Family Consumer Science, FCCLA as part of the State Advisory Board, and Davos on the Delta Conference. There were over 26 CTE faculty from our five year institutions which participated in professional learning during the 2017-18 school year.

New Teacher Institute (NTI). During the fall of 2017, the regulation governing occupation-based teacher certification (16 KAR 2:020) changed, eliminating the need for teacher candidates to pursue a 64-hour planned program and moving the Kentucky Teacher Internship Program (KTIP) from the first year of teaching to the second year of teaching. This regulatory change also moved implementation of the certification program from five public universities to the Kentucky Department of Education Office of Career and Technical Education. The regulatory change provided the OCTE with a unique opportunity to revise the New Teacher Institute, rather than develop an entirely new professional development program for teachers, allowing the funds to be used to support new teacher development. Leadership competencies were built into the revised NTI program. There are currently 183 teachers enrolled in NTI from 103 different districts, area technology centers and locally operated centers. The new NTI model is designed to attract, develop, and retain CTE teachers, who have been identified as a critical shortage personnel in the Commonwealth of Kentucky. Technology Education was listed as a teacher shortage area in Kentucky. Several years later, Information Technology and Engineering Technology were added. In the fall of 2013, all CTE areas were listed as one content area on the teacher shortage list, and have remained in critical shortage since that school year. Further, CTE teachers have been flagged under the critical shortage status in all ten of the Local Workforce Areas in Kentucky. Perkins funding is used to support the new NTI model.

The Kentucky Department of Education allocates Perkins funding to support CTE in the state's department of corrections and juvenile justice institutions. During the 2017-18 school year the Department of Corrections had six CTE faculty to attend the KACTE Summer Conference, two attended the NCTE Vision Conference, five completed the NCCER Instructor Certification, eighteen attended the OSHA 510 training, one attended the Kentucky Apprenticeship Conference and one attended the Automotive Service Excellence Instructor Certification program.

The Department of Juvenile Justice (DJJ) provided professional learning opportunities for 15 CTE instructors that work with students in the Department of Juvenile Justice facilities. The instructors attended the Kentucky Associations Career and Technical Education Summer Conference. The number of students impacted vary, it is estimated that in excess of 150 students throughout the school year will benefit. The long-term impact of this training will allow instructors to better offer relevant industry certifications in the high demand sectors across the state. DJJ will monitor the increase in industry certifications throughout the school to determine the impact of the professional development.

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?

The state of Kentucky is committed to ensuring that all students have the opportunity to participate in CTE courses which lead to high demand high wage careers. More often these careers are non-traditional career options for many students. To address non-traditional career participation and completion, KDE began offering non-traditional camps in 2017-18. During the 2017-18, the second school year for the non-traditional camps, KDE/OCTE funded 17 non-traditional camps for the Area Technology Centers. The camps target middle school and rising 9th grade students. The camps focused on STEM, medical fields, automotive, construction, welding and electricity. Students participated in hands on activities (often creating items such as lamp, benches, chairs and other items). The camps provided guest speakers who represented the non-traditional fields, such as male nurses, female construction business owners, female welders and representatives from postsecondary. There were 431 students which participated in the camps from across Kentucky. The student participation was more than 4 times over the previous year. The Kentucky Department of Education Office of Career and Technical Education will monitor and collect data on the impact of the camps on non-traditional participation and completion over next few years. To promote the interest in the camps OCTE presented during the 2018 KACTE Summer Conference principals session.

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

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

The Kentucky Department of Education has two state schools Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD). Both schools offer career and technical education programs for students. These programs include agriculture, advanced manufacturing, culinary arts, informatics, and business. During the 2017-18 school year KSB used Perkins fund to purchase new computer equipment for the CTE classroom. Due to this upgrade, students were able to work through CTE related material in an accessible and ease that was not available with the older equipment. Four teachers from KSB attended professional learning.

Kentucky School for the Deaf staff attended KACTE Summer Conference. There were a total of 16 teachers which attended the conference. KSD used Perkins funding to develop CTE curriculum designed for students who are deaf or hard of hearing, and provided CTE

training for the teachers. The school also purchased new technology such as drones, culinary equipment, egg production and various other equipment to support student learning. KSD has seen growth in the program, three of KSD students passed their respective Kentucky Occupational Skill Standards Assessments (KOSSA). Kentucky Occupational Skill Standards Assessments (KOSSA) has been identified as a component of the accountability system as a measure of career readiness for senior preparatory career and technical education students. KSB received support to grow their Career and Technical Student Organizations (CTSO). Students competed in Deafchefs, KSD FFA, and KSD TSA competed in regional and state competitions with Deafchefs national competition.

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

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

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

During the 2017-18 school year CTE Program Consultants provided technical assistance and support to new teachers in the New Teacher Institute by providing guidance around the curriculum for their particular program area. Program Consultants conducted face-to-face visits teachers and answered phone calls and emails in order to provide technical assistance. The data consultants offered training sessions on the Technical Education Data System (TEDS), sent email reminders concerning dates, and answered phone calls and emails. Monitoring and program assessment visits were also used to provide technical assistance to eligible recipients.

7. 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 2017-18 school year standards in Early Childhood Education and Administrative Support were revised. Curriculum projects were carried out in Family and Consumer Science (FCS) to ensure current and rigorous career and technical education resources for secondary FCS programs statewide. Projects ranged from resource development, standards development and alignment, to industry task force meetings. In addition to aligning resources to meet the requirements of the state Perkin's Plan, there was intentional alignment to New Skills for Youth (NSFY) initiative and the state "readiness" accountability model to increase the number of students graduating from high school prepared to transition to college and/or the workforce.

Business and Industry Taskforce meetings were conducted in FCS. Projects included alignment of secondary curriculum to industry standards and certifications as well as alignment of secondary to postsecondary programs of study. These groups also conducted standards alignment and Item Analysis work associated with technical skills assessment. The meetings provide guidance to ensure content of the 2019-2020 Program of Study was aligned appropriately to rigorous and relevant industry standards and labor market demands. The culminating product of this work was the development of the 2019-2020 POS. To ensure access to current curriculum aligned to industry standards, Kentucky participates in a consortium to enhance work being done in the state and provide additional curriculum resources and professional development at the secondary level: AAFCS (American Association of Family and Consumer Science).

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 2017-18 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?

During the 2017-18 fiscal year Perkins Leadership Funds supported the Kentucky Adult Education (KYAE) statewide implementation of several integrated education and training initiatives. KY Skills U used Perkins funds to support Worldwide Interactive Network (WIN) computer software training. The funds were used to contract with subject matter experts to assist in developing instructional frameworks with lessons that will equip instructors to better prepare students for the transition to college/career and training. The results of those efforts include 72 lessons contextualized to facilitate students' engagement in career pathways, with the greatest emphasis focused on Kentucky's top five employment sectors: Advanced Manufacturing, Business Services/IT, Healthcare, Transportation/Distribution and Logistics, Construction and Trades, and employment needs in regional areas of the state. Additionally ten KYSU staff members attended the National Career Pathways Network (NCPN) Conference in St. Louis. Staff were either primary presenters or co-presenters in the adult learner strand. Perkins Leadership funds afforded 23 adult education program directors from across the Commonwealth to attend the NCPN Conference as an opportunity to better understand career pathways and cultivate a network with individuals who may serve as integrated education and training and career pathways resources for them.

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?

The state of Kentucky and the Kentucky Department of Education adopted a new accountability system during the 2017-18 school year. Under the new accountability system schools and districts must demonstrate Transition Readiness. One component of the new accountability model is Career Readiness. To support schools and districts the Office of Career and Technical Education focused on curriculum projects in all program areas to ensure current and rigorous career and technical education resources for secondary CTE programs statewide. Projects ranged from resource development, standards development and alignment, to industry task force meetings. In addition to aligning resources to meet the requirements of the state Perkin's Plan, there was intentional alignment to New Skills for Youth (NSFY) initiative and the state "readiness"

accountability model to increase the number of students graduating from high school prepared to transition to college and/or the workforce.

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 an ongoing 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

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

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

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

Yes. During the 2017-18 school year 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? Yes

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

Specifically, the participants were divided into five groups to:

- Communicate and share information about current and potential pathways/transfer opportunities.

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

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

Yes. Use of Perkins funds to support Career and Technical Student Organizations (CTSO) is an ongoing annual cost by CTE. Local schools were allowed to use a portion 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

During the 2017-18 the Office of Career and Technical Education (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 the purpose of 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 National Center for Construction Education and Research (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. The Office of Career and Technical Education 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 the purpose of 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.

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

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

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

Originally our engineering program of study had eleven pathways with duplication and out of date course sequences. During the 2017-18 school year OCTE utilized Perkins funding to update and streamline our Engineering pathways. Based on the feedback from our Business & Industry Community as well as our postsecondary partners we have aligned all engineering pathways to the top five industry sectors in Kentucky. Perkins funding was used support meetings with business & industry and postsecondary partners in order to facilitate the work. Another outcome from the feedback we received was to pull in engineering technology educators from across the Commonwealth to participate in the creation of six new engineering pathways. After several iterations OCTE anticipates publishing the new engineering pathways which schools will transition to in the 19-20 school year.

- 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.**

During the fall of 2017, the regulation governing occupation-based teacher certification (16 KAR 2:020) changed, eliminating the need for teacher candidates to pursue a 64-hour planned program and moving KTIP from the first year of teaching to the second year of

teaching. This regulatory change also moved implementation of the certification program from five public universities to the Kentucky Department of Education Office of Career and Technical Education. The regulatory change provided the OCTE with a unique opportunity to revise the New Teacher Institute, rather than develop an entirely new professional development program for teachers, allowing the funds to be used to support new teacher development. Leadership competencies were built into the revised NTI program. During the first year of the new model we have 90.5% retention of new teachers for 2017-2018.

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 2017-2018			
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)	55.50%	57.41%	79
1S2 – Academic Attainment Math: (Senior preparatory students scoring proficient or above on EOC assessment in Algebra II)	37.50%	40.71%	112
2S1 – Technical Skill Attainment: (Senior preparatory students passing a KOSSA or an Industry Certification)	73.61%	72.81%	84
3S1 – School Completion: (Students completing high school, including alternative certifications and GEDs.)	99.50%	99.00%	6
4S1 – Graduation Rates: (Students receiving a high school diploma)	98.00%	98.47%	8
5S1 – Placement: (Previous year completers who have had a successful placement in postsecondary education, employment or the military.)	88.00%	93.05%	20
6S1 – Nontraditional Participation: (Students of a gender enrolled in a program that employs 25% or less of that gender.)	36.00%	33.13%	142
6S2 – Nontraditional Completion: (Students of a gender that complete a program that employs 25% or less of that gender)	16.50%	15.40%	147

Postsecondary Accountability Data for 2017-2018			
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)	74.00%	90.34%	0
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)	74.00%	90.34%	0
3P1 – Student Retention or Transfer: (A preparatory student that was retained in the pathway or transferred to a baccalaureate degree program)	88.00%	95.05%	1
4P1 – Student Placement: (Previous year completers who graduated or were eligible to graduate that have had a successful placement in employment or the military.)	79.80%	100.00%	0
5P1 – Nontraditional Participation: (Students of a gender enrolled in a program that employs 25% or less of that gender.)	26.00%	26.09%	19
5P2 – Nontraditional Completion: (Students of a gender that complete a program that employs 25% or less of that gender)	13.20%	15.38%	4

Kentucky met all of the federal requirements for the secondary accountability measures by equaling or exceeding the 90% adjusted level of performance on each indicator.

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 2017-18 school year, Perkins funds 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	55.50	37.50	73.61	99.50	98.00	88.00	36.00	16.50
Grand Total	57.41	40.71	72.81	99.00	98.47	93.05	33.13	15.40
GENDER								
Male	52.18	39.73	72.01	98.90	98.32	92.62	20.09	7.71
Female	63.45	41.79	73.70	99.11	98.66	93.53	50.73	25.63
American Indian or Alaskan Native	73.08	54.17	85.71	96.15	96.15	76.92	32.34	37.50
Asian	54.22	59.32	73.43	97.67	97.67	96.27	37.06	11.31
Black or African American	37.43	23.76	47.29	98.97	98.39	92.43	36.14	15.17
Hispanic/Latino	45.53	33.21	63.35	98.84	98.84	93.47	32.43	13.79
Native Hawaiian or Other Pacific Islander	66.67	53.33	41.67	94.12	94.12	90.00	44.23	14.29
Two or More Races	56.83	37.61	70.07	99.05	98.67	93.26	36.28	20.70
White	59.72	42.34	75.52	99.03	98.48	93.04	32.69	15.41
Individuals With Disabilities (ESEA)	14.28	13.62	48.21	98.16	97.54	84.90	27.86	9.27
Economically Disadvantaged	49.77	32.94	67.55	98.62	98.08	91.35	32.68	15.59
Single Parents	41.67	22.22	57.89	100.00	100.00	86.21	16.44	15.00
Limited English Proficient	2.31	15.00	23.53	96.28	96.28	90.62	31.69	4.84
Migrant	23.81	37.50	64.71	100.00	100.00	100.00	30.92	11.43
Nontraditional Enrollees	64.00	43.98	69.90	99.18	98.36	91.83	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	74.00	74.00	88.00	79.80	26.00	13.20
Grand Total	90.34	90.34	95.05	100.00	26.09	15.38
GENDER						
Male	88.40	88.40	94.95	100.00	11.60	11.41
Female	91.81	91.81	95.15	100.00	38.33	18.45
RACE/ETHNICITY (1997 Revised Standards)						
American Indian or Alaskan Native	77.78	77.78	87.88	0.00	27.33	25.00
Asian	95.12	95.12	96.90	0.00	28.23	21.95
Black or African American	91.97	91.97	96.12	0.00	29.17	17.24
Hispanic/Latino	94.06	94.06	96.72	100.00	29.96	16.34
Native Hawaiian or Other Pacific Islander	80.00	80.00	77.78	0.00	35.14	25.00
White	89.98	89.98	94.83	100.00	25.57	15.05
Two or More Races	90.55	90.55	95.88	0.00	28.74	15.62
Unknown	97.56	97.56	99.02	0.00	22.73	16.13
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Individuals With Disabilities (ADA)	92.39	92.39	95.41	100.00	25.30	11.41
Economically Disadvantaged	88.30	88.30	93.91	100.00	27.58	15.74
Single Parents	90.48	90.48	93.94	0.00	23.16	9.52
Displaced Homemakers	100.00	100.00	100.00	0.00	0.00	0.00
Limited English Proficient	100.00	100.00	100.00	0.00	20.73	21.74
Nontraditional Enrollees	89.93	89.93	94.65	100.00	N/A	N/A

2P1 DISAGGREGATED INDICATORS		4P1 DISAGGREGATED INDICATORS	
Credential	6,096	Apprenticeship	8
Certificate	1,492	Employment	2,720
Degree	4,175	Military	17

APPENDIX 3: Disaggregated Enrollment Data for CTE Concentrators				
TABLE 1: ENROLLMENT BY PROGRAM AREA				
	SECONDARY		POSTSECONDARY	
	Male	Female	Male	Female
Academic Vocational	0	0	0	0
Agriculture, Food & Natural Resources	3412	2628	60	41
Architecture & Construction	1879	121	878	29
Arts, A/V Technology & Communications	348	371	93	94
Business Management & Administration	3000	2564	470	1359
Government & Public Administration			13	3
Health Science	1031	4915	687	3481
Hospitality & Tourism	10	33	46	66
Human Services	1080	4934	32	782
Information Technology	1584	307	692	142
Law, Public Safety & Security	2221	1143	251	235
Manufacturing	2737	202	1735	127
Marketing Sales & Services	1327	1031	2	0
Science, Technology, Engineering & Math	1923	290	13	1
Transportation, Distribution & Logistics	1461	121	675	36

TABLE 2: DISAGGREGATED ENROLLMENT DATA BY LEVEL FOR CTE Participants		
	Secondary Students	Post-secondary Students
GENDER		
Male	76390	17137
Female	66959	22178
RACE		
American Indian or Alaskan Native	169	78
Asian	1909	466
Black or African American	13110	3261
Hispanic/Latino	7536	1457
Native Hawaiian or Other Pacific Islander	135	44
White	116939	32595
Two or More Races	3542	1088
Unknown	13	589
SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES		
Individuals With Disabilities (ADA)	N/A	942
Disability Status (ESEA/IDEA)	14424	N/A
Economically Disadvantaged	87067	21118
Single Parents	219	94
Displaced Homemakers	0	7
Limited English Proficient	2667	52
Migrant	425	0
Nontraditional Enrollees	39465	8566

Financial Reports

FSR Report – Final 2016

FSR Report – Interim 2017

FSR Report –
Final 16

Row	1	2	3	4	5	6	7	8	9	10	11
	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non- Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidate d Obligations	Federal Share of Outlays & Unliquidate d Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligate d Federal Funds (Column 10 - 9)
A	*Total Title I Funds*										
B	Local Uses of Funds										
C	RESERVE										
	Funds for Secondary										
D	56,195.00	6,281.00	0.00	6,281.00	62,476.00	0.00	62,476.00	0.00	62,476.00	62,476.00	0.00
	Recipients										
	Funds for Postsecondary										
E	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Recipients										
F	56,195.00	6,281.00	0.00	6,281.00	62,476.00	0.00	62,476.00	0.00	62,476.00	62,476.00	0.00
	Total (Row D + E)										
G	Formula Distribution										
	Funds for Secondary										
H	5,135,839.00	2,563,783.00	0.00	2,563,783.00	7,699,622.00	0.00	7,699,622.00	0.00	7,699,622.00	7,699,622.00	0.00
	Recipients										
	Funds for Postsecondary										
I	5,485,159.00	1,972,543.00	0.00	1,972,543.00	7,457,702.00	0.00	7,457,702.00	0.00	7,457,702.00	7,457,702.00	0.00
	Recipients										
J	10,620,998.00	4,536,326.00	0.00	4,536,326.00	15,157,324.00	0.00	15,157,324.00	0.00	15,157,324.00	15,157,324.00	0.00
	Total (Row H + I)										
K	10,677,193.00	4,542,607.00	0.00	4,542,607.00	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	39,096.00	20,904.00	0.00	20,904.00	60,000.00	0.00	60,000.00	0.00	60,000.00	60,000.00	0.00
	and Employment										
N	109,991.00	22,912.00	0.00	22,912.00	132,903.00	0.00	132,903.00	0.00	132,903.00	132,903.00	0.00
	State Institutions										

O	Other Leadership Activities	833,493.00	764,169.00	0.00	764,169.00	1,597,662.00	0.00	1,597,662.00	0.00	1,597,662.00	1,597,662.00	0.00
	TOTAL STATE LEADERSHIP (Row M + N + O)	982,580.00	807,985.00	0.00	807,985.00	1,790,565.00	0.00	1,790,565.00	0.00	1,790,565.00	1,790,565.00	0.00
P												
Q	State Administration											
R	Total State Administration	2,380,194.00	447,861.00	0.00	447,861.00	2,828,055.00	2,043,037.00	785,018.00	0.00	785,018.00	895,282.00	110,264.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	14,039,967.00	5,761,356.00	0.00	5,761,356.00	19,801,323.00	2,043,037.00	17,758,286.00	0.00	17,758,286.00	17,868,550.00	110,264.00

FSR Report –
Interim 17

	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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Recipients										
E	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Funds for Postsecondary										
	Recipients										
F	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Total (Row D + E)										
G	Formula Distribution										
	Funds for Secondary										
H	0.00	6,485,857.00	0.00	6,485,857.00	6,485,857.00	0.00	6,485,857.00	0.00	6,485,857.00	8,218,692.00	1,732,835.00
	Recipients										
	Funds for Postsecondary										
I	0.00	5,107,261.00	0.00	5,107,261.00	5,107,261.00	0.00	5,107,261.00	0.00	5,107,261.00	7,001,108.00	1,893,847.00
	Recipients										
J	0.00	11,593,118.00	0.00	11,593,118.00	11,593,118.00	0.00	11,593,118.00	0.00	11,593,118.00	15,512,800.00	3,626,682.00
	Total (Row H + I)										
K	0.00	11,593,118.00	0.00	11,593,118.00	11,593,118.00	0.00	11,593,118.00	0.00	11,593,118.00	15,512,800.00	3,626,682.00
	TOTAL LOCAL USES OF FUNDS (Row F + J)										
L	State Leadership										
	Non-traditional Training										
M	0.00	25,652.00	0.00	25,652.00	25,652.00	0.00	25,652.00	0.00	25,652.00	60,000.00	34,348.00
	and Employment										
N	0.00	8,014.00	0.00	8,014.00	8,014.00	0.00	8,014.00	0.00	8,014.00	170,000.00	161,986.00
	State Institutions										

O	Other Leadership Activities	0.00	729,469.00	0.00	729,469.00	729,469.00	0.00	729,469.00	0.00	729,469.00	1,560,565.00	831,096.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	763,135.00	0.00	763,135.00	763,135.00	0.00	763,135.00	0.00	763,135.00	1,790,565.00	1,027,430.00
Q	State Administration											
R	Total State Administration	0.00	2,389,629.00	0.00	2,389,629.00	2,389,629.00	2,074,137.00	315,492.00	315,492.00	630,984.00	895,282.00	264,298.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	14,745,882.00	0.00	14,745,882.00	14,745,882.00	2,047,137.00	12,671,745.00	315,492.00	12,987,237.00	17,905,647.00	4,918,410.00
