



Consolidated Annual Report 2018

**Program Year
July 1, 2018 – June 30, 2019**

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

**300 Sower Boulevard,
Frankfort, KY 40601**

Background

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

Section 121: State Administration

A. Sole State Agency and Governance Structure

In Kentucky, the Kentucky Board of Education (KBE) serves as the State Board for Career and Technical Education and Student Transition. The Kentucky Department of Education (KDE) administers secondary Carl D. Perkins funds. The Associate Commissioner of the Office of Career and Technical Education and Student Transition (OCTEST), 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 and Student Transition (OCTEST) 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

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 and Student Transition (OCTEST) provided technical support for continuous improvement within the locally and state operated technical education programs through the program assessment process. The 2018-19 school year was the seventh year of implementation. The continuous improvement process has raised the quality of Career and Technical Education Programs statewide. Visits were conducted in state and locally operated technical schools and departments.

Additionally the Kentucky Department of Education (KDE) conducted ten secondary monitoring visits to Perkins recipients as a result of consolidated monitoring of federal programs, which includes Perkins. During the site visits the team reviewed 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 Technical Education Data System (TEDS). Technical assistance is provided during the visits. KDE uses a risk base consolidation selection process for district monitoring and technical assistance.

The Office of Career and Technical Education and Student Transition also completed a fiscal review of invoices for the postsecondary recipients. Postsecondary recipient expenses are paid on a reimbursement basis. 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 and Student Transition is committed to ensuring that students in Kentucky remain 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 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.

OCTEST facilitated 21 trainings for secondary and postsecondary teachers in the areas of agriculture, business and marketing, health science, law and public safety, media arts, information technology, construction, transportation, manufacturing and engineering technical upgrade training workshops during the 2018-19 school year. All trainings correlated to the current pathway offerings and appropriate industry certifications. A total of 304 career and technical educators participated in the training workshops.

Certified OSHA training was provided in the Department of Juvenile Justice and CTE/KY Tech systems that strengthens the ability to produce OSHA certified students, while embedded in the curriculum of the applicable career pathway. Requested funds enable the 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 at the Eastern Kentucky University during the summer.

- OSHA 510 Standards for Construction Training:
 - ✓ 7 instructors – summer 2019
 - ✓ 15 instructors – summer 2018
- OSHA 511 Standards for General Industry Training:
 - ✓ 4 instructors - summer 2019
 - ✓ 15 instructors – summer 2018

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 and Student Transition partners with Kentucky Association of Career and Technical Education (KACTE) to host a summer professional learning conference every year. Secondary and postsecondary instructors, administrators and counselors 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 1600 people attended the 2018 summer learning program. Staff from the Department of Corrections and Juvenile Justice, Kentucky School for the Deaf and Kentucky School for the Blind also attended this conference.

The Office of Career and Technical Education and Student Transition 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 and Student Transition 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 FY 2018-19, 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.

OCTEST 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 45 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.

- During the 2018-2019 school year, CTE faculty had on-demand access to two professional development repositories. One, Innovative Educators Go 2 Knowledge focused on teaching and learning strategies. The other, Hoonuit, had software trainings in addition to other skills needed for teaching and managing students.

- **Innovative Educators Go 2 Knowledge**

This teaching training repository offers over 100 on-demand recorded sessions and over 150 live webinar sessions from presenters around the world. All CTE faculty have access to the full repository with topics such as Teaching and Learning, Student Success, Title IX, and Campus Safety. This repository has proved to be a valuable resource for faculty. Over 330 faculty have utilized this resource in more than 2,800 lesson and 370 topics equaling 144+ hours of training. The live webinar side of this resource has seen even more use with over 535 participants, 1400 registrations on more than 260 topics. Additionally, 100% of the surveys rate the resource as good through excellent.

- **Hoonuit**

This additional training repository offers 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. Throughout the year, 112 users accessed over 2,900 tutorials on more than 1,700 topics. This usage equated to over 90 hours of training.

- The Office for Professional Development launched the PD Registration and Tracker System last year and has seen substantial increased use and need for this type of tool. Approximately 800 events were entered into the system and accumulated more than 10,500 registration by over 2,700 users. The Tracker side also saw a spike in usage as 12,373 entries were made on close to 5,000 events by over 2,300 users. Users also sent enhancement requests that were added to improve the overall usability of the system for users needs.

Most events were available to all CTE faculty but four were by invitation only workshops.

- Office for Professional Development Institute (OPDI) offered 3 specialized events this year (under PD Perkins funding) for CTE faculty; the Innovative Educator Academy, the Leading Educator Academy, and the CBExchange Conference. Colleges were invited to select and send CTE faculty to these events. These projects met their objectives, received rave reviews, and gave faculty skills that could be immediately implemented in the classroom.

- **Innovative Educator Academy**

The Innovative Educator Academy is a 4-day event where CTE faculty collaborate, network, and learn to identify student challenges and generate ideas for solving the challenges through innovative teaching strategies and methodologies. Sessions during the academy also included learning about generational differences, sketch noting, and augmented and virtual reality tools that can be incorporated into classrooms.

At the end of the Academy, the 22 participants had developed 22 implementation plans to improve student success. They will incorporate 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. Additionally, 6 former IEA participants returned and developed a plan for a year-long follow-up keeping participants engaged and connected. Feedback for this Academy was overwhelmingly positive, and participants left with excitement, enthusiasm, and ideas to strengthen their courses and programs.

- **Leading Educator Academy**

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 16 CTE participants from 15 KCTCS Colleges. Throughout the session, participants learned a variety of teaching methodologies and presented 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.

Through evaluation and feedback, participants indicated this is an extremely valuable PD event and they recommend it to continue in the future. They demonstrated their new skills and explained how they would use these methods in the classroom to further enhance student success and completion.

- **CBExchange Conference**

As a continuation into exploring new teaching and learning strategies, a cohort of 10 CTE faculty attended the CBExchange Conference to learn how colleges are using and implementing competency-based education practices. Sessions

discussed CBE process from policy and procedure changes to faculty roles to course instruction and assessment. Participants that attended this conference are interested in exploring this approach to see if there is value and improved student success.

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 2018-19 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 2018-19 school year.

New Teacher Institute (NTI).

The New Teacher Induction (NTI) is designed to develop and retain CTE teachers pursuing professional teacher certification, who have been identified as a critical shortage personnel in the Commonwealth of Kentucky. NTI was recently restructured to improve induction and training of occupation-based teachers and provide much needed support during the first two years of teaching to help lessen teacher anxiety and improve teacher retention. The program is designed to introduce new teachers to the profession while offering practical skills and dispositions to be successful in the classroom. NTI impacts all newly hired occupation-based teachers in Kentucky. The overarching goal of the remodeled NTI is to maintain 90% of all teachers enrolled in the program at the end of the two year cycle. CTE teacher retention at the midpoint, end of program (i.e., year 2), completion of year 3, and completion of year 5 will be measured and program feedback will be used to make improvements. (The teachers in the program are supported by mentor teachers throughout the year and by the mentor coaches 3 times during the year.) They are supported by the state program consultants and provided opportunities to network with regional content area professional learning communities. Teachers also do online work during the year.

Current Impact:

- Current Number of Teachers: 217
- Year 2 Teachers: 121
- Year 1 Teachers: 96
- Mentor Coaches: 38
- Mentor Teachers: 127

- Total Number of Observations Reported for 2018-2019 School Year: 1,127
- 2017 retention rate of 90%, 2018 retention rate of 96%

Teachers completed:

- 4 days of just-in-time focused instruction at the KACTE Summer Conference
- 2 days of Fall and Spring Regional Trainings
- 2 day “Year 1 Wrap Up Session”

The Kentucky Department of Education allocates Perkins funding to support CTE in the state’s department of corrections and juvenile justice institutions. During the 2018-19 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 Association 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 2018-19. During the 2018-19, 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 lamps, 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 four times over the previous year. The Kentucky Department of Education, Office of Career and Technical Education and Student Transition will monitor and collect data on the impact of the camps on non-traditional participation and completion over the next few years.

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 Student Transition, 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 2018-19 school year KSB used Perkins fund to support their business entrepreneurship program for students.

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 and equipment to support student learning. 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 per 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 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 2018-19 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 teacher visits 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 2018-19 school year 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, FCS in Kentucky offered apprenticeship pathways in early childhood occupations through the Kentucky TRACK program.

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 (POS) 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 2018-19 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 2018-19 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. Perkins Leadership funds afforded 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. Kentucky did not provide funds in this area.

Disaggregated Enrollment Data for CTE Concentrators

| ENROLLMENT BY PROGRAM AREA | | | | |
|--|-----------|--------|---------------|--------|
| | SECONDARY | | POSTSECONDARY | |
| | Male | Female | Male | Female |
| Academic Vocational | 0 | 0 | 0 | 0 |
| Agriculture, Food & Natural Resources | 3309 | 2733 | 86 | 91 |
| Architecture & Construction | 1877 | 125 | 1582 | 65 |
| Arts, A/V Technology & Communications | 453 | 430 | 140 | 126 |
| Business Management & Administration | 2954 | 2503 | 900 | 2503 |
| Government & Public Administration | 0 | 0 | 14 | 2 |
| Health Science | 1112 | 5364 | 1014 | 5651 |
| Hospitality & Tourism | 20 | 31 | 92 | 110 |
| Human Services | 1094 | 4820 | 70 | 1146 |
| Information Technology | 1813 | 332 | 1242 | 314 |
| Law, Public Safety & Security | 1826 | 1029 | 427 | 400 |
| Manufacturing | 2761 | 209 | 3120 | 213 |
| Marketing Sales & Services | 1645 | 1227 | 1 | 4 |
| Science, Technology, Engineering & Math | 1997 | 329 | 4 | 2 |
| Transportation, Distribution & Logistics | 1551 | 141 | 991 | 61 |

| DISAGGREGATED ENROLLMENT DATA BY LEVEL FOR CTE Participants | | |
|--|---------------------------|--------------------------------|
| | Secondary Students | Post-secondary Students |
| GENDER | | |
| Male | 79983 | 18923 |
| Female | 71589 | 25258 |
| RACE | | |
| American Indian or Alaskan Native | 218 | 95 |
| Asian | 2383 | 561 |
| Black or African American | 14557 | 3644 |
| Hispanic/Latino | 8926 | 1651 |
| Native Hawaiian or Other Pacific Islander | 173 | 49 |
| White | 121256 | 36578 |
| Two or More Races | 4074 | 1221 |
| Unknown | 5 | 610 |
| SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | |
| Individuals With Disabilities (ADA) | N/A | 917 |
| Disability Status (ESEA/IDEA) | 15150 | N/A |
| Economically Disadvantaged | 91431 | 23495 |
| Single Parents | 225 | 396 |
| Displaced Homemakers | 0 | 5 |
| Limited English Proficient | 3615 | 26 |
| Migrant | 52 | 0 |
| Nontraditional Enrollees | 41858 | 9020 |

Financial Reports

FSR Report – Final 2017

FSR Report – Interim 2018

**FSR Report –
Final 17**

| Row | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|----------|---------------------------------------|---|------------------------------|--|---|------------------------------------|--|--|--|--------------------------------|---|
| | Net Outlays Previously Reported | Total Outlays This Report Period | Program Income Credits | New Outlays This Report Period (Column 2 - 3) | Net Outlays To Date (Column 1 + 4) | Non-Federal Share of Outlays | Total Federal Share of Outlays (Column 5 - 6) | Federal Share of Unliquidated Obligations | Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8) | Federal Funds Authorized | Balance of Unobligated Federal Funds (Column 10 - 9) |
| A | *Total Title I Funds* | | | | | | | | | | |
| B | Local Uses of Funds | | | | | | | | | | |
| C | RESERVE | | | | | | | | | | |
| | 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 | 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 |
| G | Formula Distribution | | | | | | | | | | |
| H | 6,485,857.00 | 1,850,580.00 | 0.00 | 1,850,580.00 | 8,336,437.00 | 0.00 | 8,336,437.00 | 0.00 | 8,336,437.00 | 8,336,437.00 | 0.00 |
| | Funds for Secondary | | | | | | | | | | |
| | Recipients | | | | | | | | | | |
| I | 5,107,261.00 | 1,994,148.00 | 0.00 | 1,994,148.00 | 7,101,409.00 | 0.00 | 7,101,409.00 | 0.00 | 7,101,409.00 | 7,101,409.00 | 0.00 |
| | Funds for Postsecondary | | | | | | | | | | |
| | Recipients | | | | | | | | | | |
| J | 11,593,118.00 | 3,844,728.00 | 0.00 | 3,844,728.00 | 15,437,846.00 | 0.00 | 15,437,846.00 | 0.00 | 15,437,846.00 | 15,437,846.00 | 0.00 |
| K | 11,593,118.00 | 3,844,728.00 | 0.00 | 3,844,728.00 | 15,437,846.00 | 0.00 | 15,437,846.00 | 0.00 | 15,437,846.00 | 15,437,846.00 | 0.00 |
| L | State Leadership | | | | | | | | | | |
| M | 25,652.00 | 34,348.00 | 0.00 | 34,348.00 | 60,000.00 | 0.00 | 60,000.00 | 0.00 | 60,000.00 | 60,000.00 | 0.00 |
| | Non-traditional Training | | | | | | | | | | |
| | and Employment | | | | | | | | | | |
| N | 8,014.00 | 157,741.00 | 0.00 | 157,741.00 | 165,755.00 | 0.00 | 165,755.00 | 0.00 | 165,755.00 | 165,755.00 | 0.00 |
| | State Institutions | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|--|---------------|--------------|------|--------------|---------------|--------------|---------------|------|---------------|---------------|------|
| O | Other Leadership Activities | 729,469.00 | 835,341.00 | 0.00 | 835,341.00 | 1,564,810.00 | 0.00 | 1,564,810.00 | 0.00 | 1,564,810.00 | 1,564,810.00 | 0.00 |
| P | TOTAL STATE LEADERSHIP (Row M + N + O) | 763,135.00 | 1,027,430.00 | 0.00 | 1,027,430.00 | 1,790,565.00 | 0.00 | 1,790,565.00 | 0.00 | 1,790,565.00 | 1,790,565.00 | 0.00 |
| Q | State Administration | | | | | | | | | | | |
| R | Total State Administration | 2,389,629.00 | 361,744.00 | 0.00 | 361,744.00 | 2,751,373.00 | 2,074,137.00 | 677,236.00 | 0.00 | 677,236.00 | 677,236.00 | 0.00 |
| S | TOTAL TITLE I FUNDS (Row K + P + R) | 14,745,882.00 | 5,233,902.00 | 0.00 | 5,233,902.00 | 19,979,784.00 | 2,074,137.00 | 17,905,647.00 | 0.00 | 17,905,647.00 | 17,905,647.00 | 0.00 |

**FSR Report –
Interim 18**

| | 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 | 6,831,127.00 | 0.00 | 6,831,127.00 | 6,831,127.00 | 0.00 | 6,831,127.00 | 0.00 | 6,831,127.00 | 8,551,925.00 | 1,720,798.00 |
| | Recipients | | | | | | | | | | |
| I | 0.00 | 4,690,241.00 | 0.00 | 4,690,241.00 | 4,690,241.00 | 0.00 | 4,690,241.00 | 0.00 | 4,690,241.00 | 6,997,030.00 | 2,306,789.00 |
| | Funds for Postsecondary Recipients | | | | | | | | | | |
| J | 0.00 | 11,521,368.00 | 0.00 | 11,521,368.00 | 11,521,368.00 | 0.00 | 11,521,368.00 | 0.00 | 11,521,368.00 | 15,548,955.00 | 4,027,587.00 |
| | Total (Row H + I) | | | | | | | | | | |
| K | 0.00 | 11,521,368.00 | 0.00 | 11,521,368.00 | 11,521,368.00 | 0.00 | 11,521,368.00 | 0.00 | 11,521,368.00 | 15,548,955.00 | 4,027,587.00 |
| | TOTAL LOCAL USES OF FUNDS (Row F + J) | | | | | | | | | | |
| L | State Leadership | | | | | | | | | | |
| | Non-traditional Training and Employment | | | | | | | | | | |
| M | 0.00 | 60,000.00 | 0.00 | 60,000.00 | 60,000.00 | 0.00 | 60,000.00 | 0.00 | 60,000.00 | 60,000.00 | 0.00 |
| N | 0.00 | 40,675.00 | 0.00 | 40,675.00 | 40,675.00 | 0.00 | 40,675.00 | 0.00 | 40,675.00 | 145,250.00 | 104,575.00 |
| | State Institutions | | | | | | | | | | |

| | | | | | | | | | | | | |
|----------|---|------|---------------|------|---------------|---------------|--------------|---------------|------|---------------|---------------|--------------|
| O | Other Leadership Activities | 0.00 | 797,191.00 | 0.00 | 797,191.00 | 797,191.00 | 0.00 | 797,191.00 | 0.00 | 797,191.00 | 1,624,039.00 | 826,848.00 |
| P | TOTAL STATE LEADERSHIP (Row M + N + O) | 0.00 | 897,866.00 | 0.00 | 897,866.00 | 897,866.00 | 0.00 | 897,866.00 | 0.00 | 897,866.00 | 1,829,289.00 | 931,423.00 |
| Q | State Administration | | | | | | | | | | | |
| R | Total State Administration | 0.00 | 2,256,390.00 | 0.00 | 2,256,390.00 | 2,256,390.00 | 2,074,976.00 | 181,414.00 | 0.00 | 181,414.00 | 914,644.00 | 733,230.00 |
| S | TOTAL TITLE I FUNDS (Row K + P + R) | 0.00 | 14,675,624.00 | 0.00 | 14,675,624.00 | 14,675,624.00 | 2,074,976.00 | 12,600,648.00 | 0.00 | 12,600,648.00 | 18,292,888.00 | 5,692,240.00 |
