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The Chamber

Frankfort Area Chamber of Commerce

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MEMBERS



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MEMBERS



BEAM
GLOBAL SPIRITS & WINE, INC.



BUSINESS
PARTNERS



September 7, 2012

Kentucky Workforce Investment Board

Attn.: Tom West
Capital Plaza Tower, Third Floor
500 Mero Street
Frankfort, KY 40601

Dear Mr. West:

Enclosed you will find the (2) sets of Frankfort/Franklin County Work Ready Community application and narratives. This has been a wonderful experience for our community. Committee members have been able to learn about area classes and lines of communications have opened with business leaders and our school officials.

The Frankfort/Franklin County Work Ready Community committee looks forward to working with the Kentucky Workforce Investment Board on this project.

If you need additional information or have any questions, please do not hesitate to call me at 502-223-8261 or via email to chamber@frankfortky.info.

Sincerely,

Carmen Inman
Executive Director

BUSINESS
PARTNERS



COMMUNITY
PARTNERS



EDUCATION
PARTNERS



MEDIA
PARTNERS



Frankfort Plant Board
Cable



Work Ready
COMMUNITIES 

*Frankfort and
Franklin County
Community*

2012

APPLICATION

Kentucky Work Ready Communities

APPLICATION

1	Name of County	Frankfort Area Chamber of Commerce		
2	High School Graduation Rate (most recent state NCLB reporting)	Frankfort Indep. 83.3% Franklin Co. 78.0%	List Source/Method: i.e. summer 2011 AFGR method	KY Dept. of Education 2011 information
	Would you like to include high schools that are not in the traditionally reported graduation rate shown above?	No		
	If so, please enter revised graduation rate here. Please attach a list of schools included and your calculations.			
3	Educational Attainment Rate (ages 18-64)	29.8%	(Source: US Census, most recent American Community Survey five-year estimates)	
4	Community Commitment (check off)	Name of Organization		
	Economic Development	<input checked="" type="checkbox"/>	KY Capital Development Corporation Downtown Frankfort, Inc. Frankfort Chamber of Commerce Frankfort Tourist Commission	
	Elected Official(s)	<input checked="" type="checkbox"/>	City of Frankfort Franklin County Fiscal Court Franklin Co. Magistrate Larry Perkins	
	Education	<input checked="" type="checkbox"/>	Frankfort Independent Schools Franklin County Schools Bluegrass Community & Technical College KY State University Thorn Hill Education Center	
	Workforce Development	<input checked="" type="checkbox"/>	Economic Committee Frankfort Chamber Bluegrass Workforce Investment Board	
	Business and Industry	<input checked="" type="checkbox"/>	Christopher M. Hill & Associates KYEmployees Credit Union	
Attach meeting minutes and meeting attendance sheets showing these signatures. Letters of Commitment from various organizations are helpful as well.				
5	Percentage of Households with Broadband Internet Access Available	96.7%	(Source: broadband.gov)	
	Rural or Urban County	Urban		

Kentucky Work Ready Communities

APPLICATION

6 Are you including narrative(s) for supplemental criteria for GED or Occupational Credential Attainment? Yes **(Attach optional narratives and list sources and calculations)**

7 Your Contact Information (primary contact for your county application)	name	phone	email	address
	Carmen Inman	502-223-8261	chamber@frankfortky.info	100 Capital Avenue Frankfort, KY 40601

COMMUNITY COMMITMENTS



Kentucky Work Ready Communities

Community Commitment

A measurement of commitment from community and government agencies to the process of becoming certified and remaining certified. This allows a community to demonstrate true collaboration and progress toward achieving strategic goals that bring together education, workforce, economic development and elected leadership.

1. Economic Development – Suggested participants
 - a. Heads of local economic development groups
 - b. Other local economic development leadership
2. Elected Officials – Suggested participants
 - a. County judge executive
 - b. Mayor(s)
 - c. Council members
3. Education – Suggested participants
 - a. Superintendents
 - b. Community college presidents
 - c. Adult education representative
 - d. Area Technology Center directors
 - e. College or university leaders
4. Workforce Development – Suggested participants
 - a. Local WIB representative
 - b. Area Development District director
5. Business and Industry – Suggested participants
 - a. President, chamber(s) of commerce
 - b. Business leaders

WORK READY COMMUNITY: Application must show support (signatures/meeting participation) from the following stakeholders (at least one participant and signature per category)

Office of the President

July 20, 2012

Lexington Campuses

Cooper Campus
470 Cooper Drive
Lexington, KY 40506-0235
(859) 246-6200

Leestown Campus
164 Opportunity Way
Lexington, KY 40511-2623
859-246-6200

Regency Campus
2659 Regency Road
Lexington, KY 40503-2922
859-246-6200

Danville Campus
59 Corporate Drive
Danville, KY 40422-9690
859-239-7030

Lawrenceburg Campus
1500 Bypass North, US 127
Lawrenceburg, KY 40342-9465
502-839-8488

Winchester-
Clark County Campus
2020 Rolling Hills Lane
Winchester, KY 40391-6078
859-737-3098

Dear Work Ready Community Committee Members:

I am pleased to commit the support of Bluegrass Community and Technical College (BCTC) to Franklin County's application for consideration as a Kentucky Work Ready Community. BCTC is a key stakeholder in this region's workforce development system. The college works closely with government and economic development officials, as well as business and industry leaders, to ensure that our programs and services support an economically competitive workforce. I believe that the qualifications outlined for status as a Work Ready Community align extremely well with our region's ongoing workforce priorities and that participation will further enhance our collaborative efforts.

The college plans to play an active role in the development and documentation of Franklin County's Kentucky Work Ready Community application. We are fully committed to serving as a core member of the program and have designated the BCTC Director of Workforce Solutions as the primary point of contact for the effort.

BCTC will provide support to the goals outlined in the county's application including criteria related to graduation and educational attainment rates and promotion of the National Career Readiness Certificate to students, job seekers, and the greater business community. We are pleased to be partner in this effort and strongly support its goals.

Organization: Bluegrass Community & Technical College
Key Contact Name: Pam Hatcher
Key Contact Title/Role: Director of Workforce Solutions
Key Contact Phone Number: 859-246-6788
Key Contact Email Address: pam.hatcher@kctcs.edu
Address: 164 Opportunity Way, N-121, Lexington, KY 40511
City: Frankfort County: Franklin

Sincerely,


Augusta A. Julian, Ed.D.
President/CEO



Community & Technical College
HIGHER EDUCATION BEGINS HERE

BCTC is an equal opportunity employer and education institution.

September 7, 2012

Dear Work Ready Community Steering Committee:

Please consider this letter documentation of our commitment to the Kentucky Work Ready Community program for Franklin County. The Bluegrass Workforce Investment Board commits to participate in the program, support the program, and work to spread the word and to gain participation from others in the Franklin County community.

In addition to the above, we are willing to participate by:

- Sending a representative to the Franklin County Work Ready Community committee meetings
- Attending periodic community meetings to discuss the program with others, and
- Continuing to promote the National Career Readiness Certificate as a valid work readiness credential

Organization: Bluegrass Workforce Investment Board

Key Contact Name: Daryl Smith

Key Contact Title: Chair

Key Contact Phone Number: (859) 367-5365

Key Contact Email Address: daryl.smith@lge-ku.com

Address: Bluegrass Area Development District
699 Perimeter Drive

City: Lexington

County: Fayette/Franklin



Signature



City of Frankfort

Capital of Kentucky

315 West Second Street, P.O. Box 697
Frankfort, Kentucky 40602
(502) 875-8500

Where History Is Made Every Day!

Mayor
H. Gippy Graham

Commissioners
Katie Flynn Hedden
William I. May, Jr.
Michael F. Turner
Sellus Wilder

July 19, 2012

Ms. Carman Inman, Executive Director
Frankfort Area Chamber of Commerce
100 Capital Avenue
Frankfort, KY 40601

Dear Ms. Inman:

Please consider this letter as documentation of support from the City of Frankfort for the Kentucky Work Ready Community Program, and commitment to participate in the program, support the program, and work to spread the word and gain participation from others in our community.

In addition, we will participate by:

- Sending a representative to an annual strategic planning retreat for our Work Ready Community effort;
- Attending periodic community meetings to discuss the program with others; and
- Accepting the National Career Readiness Certificate as a valid work readiness credential in our hiring and/or promotions processes.

As Mayor of the City of Frankfort, I will represent the City of Frankfort in this effort. I look forward to working to help Frankfort become a Work Ready Community.

Sincerely,


H. Gippy Graham
Mayor, City of Frankfort
315 West Second Street
P.O. Box 697
Frankfort, KY 40602
502/875-8500
502/682-9157 (cell)
ggraham@frankfort.ky.gov



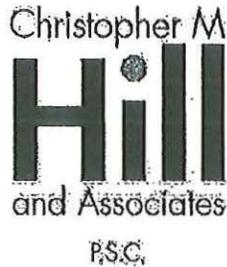
Equal Opportunity Employer M/F/H
Equal Housing Opportunity 

Christopher M. Hill*
Email: chrish@hillslaw.com

Jacqueline K. Heyman
Email:
jacquelineh@hillslaw.com

Amy L. Eversole
Email: amye@hillslaw.com

**Also admitted in Ohio*



641 Teton Trail
Frankfort, Kentucky
40601

Mailing Address:
Post Office Box 817
Frankfort, Kentucky
40602-0817

Tel. 502.226.6100
Fax. 502.223.0700
www.hillslaw.com

ATTORNEYS-AT-LAW

June 6, 2012

Dear Work Ready Community Steering Committee:

Please consider this letter documentation of our commitment to the Kentucky Work Ready Community Program for Franklin County. Christopher M. Hill and Associates, P.S.C. commits to participate in the program, support the program and work to spread the word and to gain participation from others in our community.

In addition to the above, we are willing to participate by:

- Sending a representative to an annual strategic planning retreat for our Work Ready Community effort;
- Attending periodic community meetings to discuss the program with others; and
- Accepting the National Career Readiness Certificate as a valid work readiness credential in our hiring and/or promotions processes (for employers).

Organization:	Christopher M. Hill and Associates, P.S.C.
Key Contact Name:	Christopher M. Hill
Key Contact Title/Role:	Owner/President
Key Contact Phone Number:	502-226-6100
Key Contact Email Address:	chrish@hillslaw.com
Address:	641 Teton Trail, Frankfort, KY 40601
County:	Franklin

Sincerely,

Christopher M. Hill



306 West Main Street, Suite 708 • Frankfort, KY 40601
502.223.2261 • www.downtownfrankfort.com

BOARD OF DIRECTORS

TERRI PHILLIPS BENNETT
PRESIDENT
PHYLLIS LIEBMAN
VICE-PRESIDENT
SARAH GREEN-ROBINSON
TREASURER
HARRY CARVER
SECRETARY, EX-OFFICIO

BRENDA ALLEN
CANDY CHARTERS
DEBBIE CLARK
REBECCA HALL
VICKI BIRENBERG
DOUG HOWARD
CHRIS MILLER
CRAIG POTTS
LIZZ TAYLOR
MICHELE PRINCE
JIM PIERCE
JOHN DUNN
ROBERT KIRKMAN

TED COLLINS
EX-OFFICIO
JOY JEFFRIES
EX-OFFICIO
CARMEN INMAN
EX-OFFICIO

BRITTAIN SKINNER
EXECUTIVE DIRECTOR

July 18, 2012

Dear Work Ready Community Steering Committee,

Please accept this correspondence as evidence of Downtown Frankfort, Inc.'s commitment to the Kentucky Work Ready Community Program for Franklin County. Downtown Frankfort, Inc. commits to participate in the program, support the program, and work to spread the word and gain participation from others in our community.

In addition to the above, we are willing to participate by having representation from our organization take part in planning efforts for our Work Ready Community and by attending periodic community meetings to discuss the program with others.

We look forward to our community's participation in the Kentucky Work Ready Community Program.

Sincerely,

Brittain Skinner, Executive Director
Downtown Frankfort, Inc.

"Strengthening the heart of Frankfort as the place to live, work, shop and play"



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The Chamber

Frankfort Area Chamber of Commerce

**LETTER OF SUPPORT FOR WORK READY COMMUNITY
FRANKFORT, KENTUCKY**

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Work Ready Steering Committee
100 Capital Avenue
Frankfort, KY 40601

On behalf of the Economic Development Committee of the Frankfort Area Chamber of Commerce, please consider this letter documentation of our commitment to the Kentucky Work Ready Community Program for Frankfort and Franklin County. The Economic Development Committee, as part of our responsibility to support workforce development improvement, commits to lead the Work Ready Community program in our community, support the program, work to promote the visibility of the program, and to gain participation from others in our community.

In addition to the above, we are willing to participate by:

- Sending a representative to an annual strategic planning retreat for our Work Ready Community effort,
- Attending periodic community meetings to discuss the program with others, and
- Accepting the National Career Readiness Certificate as a valid work readiness credential in our hiring and/or promotions processes (for employers).

Organization: **Economic Development Committee of the
Frankfort Area Chamber of Commerce**

Key Contact: **Rene True**
Key Contact Title/Role: **Vice President Economic Development**
Key Contact Number: **502-223-8261 (Chamber office)**
Key Contact Email: **rtrue@connectky.org**
Address: **c/o Frankfort Area Chamber of Commerce
100 Capital Avenue
Frankfort, Franklin County**

If you have any questions about the efforts of the Economic Development Committee's commitment to support the Work Ready Community Program in Frankfort/Franklin County, please feel free to contact me.

Sincerely,

Rene True
Vice President Economic Development
Frankfort Area Chamber of Commerce

**BUSINESS
PARTNERS**



**COMMUNITY
PARTNERS**



**EDUCATION
PARTNERS**



**MEDIA
PARTNERS**



Frankfort Plant Board
Cable





PLATINUM
MEMBERS

July 5, 2012



**LETTER OF SUPPORT FOR WORK READY COMMUNITY
FRANKFORT, KENTUCKY**



Work Ready Steering Committee
100 Capital Avenue
Frankfort, KY 40601



On behalf of the Frankfort Area Chamber of Commerce Board of Directors, please consider this letter documentation of our commitment to the Kentucky Work Ready Community Program for Frankfort and Franklin County. The Frankfort Area Chamber of Commerce commits to lead the Work Ready Community program in our community, support the program and work to spread the word and to gain participation from others in our community.



In addition to the above, we are willing to participate by:



- Sending a representative to an annual strategic planning retreat for our Work Ready Community effort,
- Attending periodic community meetings to discuss the program with others, and
- Accepting the National Career Readiness Certificate as a valid work readiness credential in our hiring and/or promotions processes (for employers).



GOLD
MEMBERS

Organization: **Frankfort Area Chamber of Commerce**
Key Contact: **Carmen Inman**
Key Contact Title/Role: **Executive Director**
Key Contact Number: **502-223-8261**
Key Contact Email: chamber@frankfortky.info
Address: **100 Capital Avenue
Frankfort, Franklin County**



BUSINESS
PARTNERS



Sincerely,
Carmen Inman

Carmen Inman
Executive Director

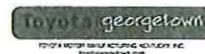
BUSINESS
PARTNERS



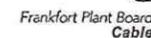
COMMUNITY
PARTNERS

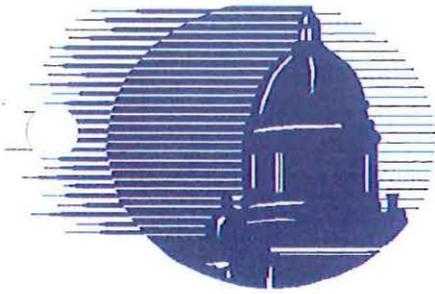


EDUCATION
PARTNERS



MEDIA
PARTNERS





Frankfort Independent Schools

506 W. Second Street, Suite 2
Frankfort, KY 40601
Phone: 502-875-8661 Fax: 502-875-8663

Rich Crowe, Superintendent

August 31, 2012

Work Ready Steering Committee:

This letter is to serve as notice that the Frankfort Independent Board of Education is in support of the work being done to demonstrate our commitment to the Kentucky Work Ready Community Program for Frankfort and Franklin County. Our Board will willingly help in achieving a Work Ready Community and will support the program and work to spread the word and to gain participation from others in the community.

In addition, we stand ready to send a representative to an annual strategic planning retreat for our Work Ready Community efforts, attend periodic community meetings to discuss issues pertinent to the initiative, and accept the National Career Readiness Certificate as a valid work readiness credential in hiring and promotions processes. In addition, we will do what we can from an education standpoint to ensure that our young people know prior to and upon graduation what they can do to further enhance themselves personally in this area.

This is an important initiative for Frankfort and Franklin County. We accept our responsibility in ensuring that Frankfort Independent Schools does its part to make the community "work ready".

Thanks very much for your time. If you should have questions related to this endorsement, feel free to contact me.

In learning,

A handwritten signature in blue ink that reads "Richard R. Crowe". The signature is written in a cursive style.

Richard R. Crowe
Superintendent - FISD

rich.crowe@frankfort.kyschools.us



June 11, 2012

**LETTER OF SUPPORT FOR WORK READY COMMUNITY
FRANKFORT, KENTUCKY**

Work Ready Community Steering Committee
Chamber of Commerce
100 Capital Avenue
Frankfort, KY 40601

Dear Ms. Inman:

On behalf of the Frankfort/Franklin County Tourist and Convention Commission, it is my privilege to write this letter of support to the Chamber of Commerce in regard to the Work Ready Community Application. Knowing the Chamber is taking the lead on this project, we would like to applaud you for undertaking this crucial status.

Please consider this letter of support as our commitment to the Work Ready Community effort in Frankfort and Franklin County. The Tourist Commission, which heads up the Riverfront Development for our community, is well aware of how crucial it is to progress to have a prepared workforce. Several of our riverfront projects will require a ready workforce and we are certainly in support of the Chamber's hard work to prepare the way for what we are doing.

The Commission will commit to spreading the word and to help garner support for this most important community project. If necessary, I will commit personally to participate in the necessary planning and implementation of the Work Ready Community. Attending periodic community meetings to discuss the program with other invested entities will be a high priority for our Commission.

Sincerely,

Joy Jeffries,

Executive Director

Tourist Commission Board of Directors

Dr. Bill Braden, Chairman - Mr. Gary Burk, Vice Chairman – Mr. Marc Stone, Treasurer
Mr. Charles Booe, Mr. Brian Booth, Mr. John Senter, and Ms. Phyllis Liebman,

100 Capital Avenue * Frankfort, KY 40601 * 800.960.7200

www.visitfrankfort.com



Ted Collins
Franklin County Judge/Executive

Franklin County Fiscal Court Building
321 West Main Street
Frankfort, Kentucky 40601

Jennifer A. Wilson
Deputy County Judge/Executive

502/875-8751
Fax 502/875-8755
website: www.franklincounty.ky.gov

July 23, 2012

Work Ready Steering Committee
Frankfort Area Chamber of Commerce
100 Capital Avenue
Frankfort, KY 40601

Dear Work Ready Community Steering Committee:

Please consider this letter documentation of our commitment to the Kentucky Work Ready Community Program for Franklin County Fiscal Court. Our county government commits to participate in the program, support the program, and work to spread the word and to gain participation from others in our community.

In addition to the above, we are willing to participate by:

- Sending a representative to an annual strategic planning retreat for our Work Ready Community.
- Attending periodic community meetings to discuss the program with others, and
- Accepting the National Career Readiness Certificate as one measure of valid work readiness in our hiring processes whenever practicable.

Organization: Franklin County Government
Key Contact Name: Ann Northcutt
Key Contact Title/Role: Community Development/Grants Administration
Key Contact Phone Number: 502-857-8751
Key Contact Email Address: com.dev@franklincountyky.com
Address: 321 W Main Street, Frankfort, KY 40601
City: Frankfort County: Franklin

Signature 
Ted Collins, Franklin County Judge/Executive

Kentucky Work Ready Communities

SAMPLE LETTER OF COMMITMENT

Dear Work Ready Community Steering Committee:

Please consider this letter documentation of our commitment to the Kentucky Work Ready Community Program for [county name]. [organization name] commits to participate in the program, support the program and work to spread the word and to gain participation from others in our community.

In addition to the above, we are willing to participate by:

- Sending a representative to an annual strategic planning retreat for our Work Ready Community effort,
- Attending periodic community meetings to discuss the program with others, and
- Accepting the National Career Readiness Certificate as a valid work readiness credential in our hiring and/or promotions processes (for employers).

Organization: Franklin Co. Fiscal Court
Key Contact Name: Larry B. Perkins
Key Contact Title/Role: Mayor
Key Contact Phone Number: 502-320-1802
Key Contact Email Address: LarryBPerkins@BellSouth.net
Address: 520 Wright Rd
City: Frankfort County: Franklin

Signature Larry B. Perkins

Franklin County Schools

Chrissy Jones, Superintendent

July 6, 2012

Dear Work Ready Community Steering Committee:

Please consider this letter as documentation of our commitment to the Kentucky Work Ready Community Program for Franklin County. Franklin County Public Schools are committed to participate in the program, provide support for the program, work diligently to share this information, and to promote participation of others in the community.

Additionally, we are willing to commit to our participation in this outstanding community program by:

- Ensuring a representative is in attendance and actively participates in the annual strategic planning retreats for our Work Ready Community efforts,
- Attending periodic community meetings to discuss and review the program with others,
- Promoting the National Career Readiness Certificate among our students and graduates, and
- Accepting the National Career Readiness Certificate as a valid work readiness credential in our hiring and/or promotions processes for our employees.

Organization – Franklin County Public Schools

Contact Name – Chrissy Jones

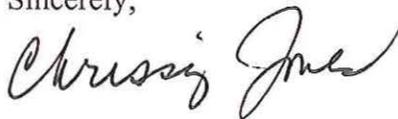
Contact Title – Superintendent

Contact Phone Number – 502.695.6700

Contact Email Address – chrissy.jones@franklin.kyschools.us

Address – 916 East Main Street
Frankfort, KY 40601

Sincerely,



Chrissy Jones
Superintendent



Interim Executive Director
Kim Smith

June 11, 2012

Frankfort Area Chamber of Commerce
100 Capital Avenue
Frankfort, Kentucky 40601

RE: Kentucky Work Ready Community Program

Dear Work Ready Community Steering Committee:

Please consider this letter documentation of our commitment to the Kentucky Work Ready Community Program for Franklin County. Kentucky Capital Development Corporation commits to participate in the program, support the program and work to spread the word and to gain participation from others in our community.

In addition to the above, we are willing to participate by:

- Sending a representative to an annual strategic planning retreat for our Work Ready Community effort,
- Attending periodic community meetings to discuss the program with others, and
- Accepting the National Career Readiness Certificate as a valid work readiness credential in our hiring and/or promotions processes (for employers).

Organization: **Kentucky Capital Development Corporation**
Key Contact Name: **Kim Smith**
Key Contact Title/Role: **Interim Executive Director**
Key Contact Phone Number: **(502) 226-5611**
Key Contact Email Address: kimsmith@kycapitaldevelopment.com
Address: **109 Consumer Lane**
Frankfort, Kentucky 40601

Sincerely,

A handwritten signature in blue ink that reads "Kim Smith".

Kim Smith

KS/sws



June 7, 2012

Work Ready Community Steering Committee
Frankfort Chamber of Commerce
100 Capitol Avenue
Frankfort, KY 40601

Dear Committee,

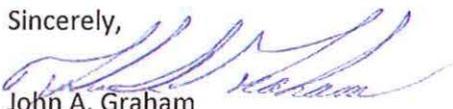
Please consider this letter documentation of our commitment to the Kentucky Work Ready Community Program for Franklin County. Kentucky Employees Credit Union commits to participate in the program, support the program and work to spread the word and to gain participation from others in our community.

In addition to the above, we are willing to participate by:

Sending a representative to an annual strategic planning retreat for our Work Ready Community effort;
Attending periodic community meetings to discuss the program with others; and
Accepting the National Career Readiness Certificate as a valid work readiness credential in our hiring and/or promotions processes (for employers).

Organization: Kentucky Employees Credit Union
Key Contact: Myron R. Moore
Title: Vice President – Lending
Phone: 502-564-5597, x 828
Email: mrmoore@kecu.org
Address: 100 Moore Drive
Frankfort, KY 40601
Franklin County

Sincerely,


John A. Graham
President/CEO

KENTUCKY EMPLOYEES CREDIT UNION

100 Moore Drive • Frankfort, KY 40601
502.564.5597 • 800.219.KECU (5328) • 502.564.2858 (Fax) • www.kecu.org





Kentucky State University

Office of the President

September 4, 2012

Work Ready Steering Committee
100 Capital Avenue
Frankfort, Kentucky 40601

Kentucky State University is pleased to provide support in spirit and action to the Frankfort Area Chamber of Commerce's Work Ready application. The university is committed to coordinating existing as well as future university program activities with other service providers in the Frankfort/Franklin County community to insure that the Chamber's efforts are a success.

We expect to have a university representative on the committee that is formed to coordinate this venture. If you have any questions concerning this matter, please don't hesitate to call me at (502) 597-6260.

Sincerely,

Mary Evans Sias, PhD.
President

Suite 201, Hume Hall
(502) 597-6260

400 East Main Street

Frankfort, Kentucky 40601
www.kysu.edu

THORN HILL EDUCATION CENTER

Telephone: 502-875-1481 | Fax: 502-875-1482 | 700 Leslie Avenue • Frankfort, KY 40601 |

www.thornhilled.com

Peg Harmon, President
Thorn Hill Education Center Foundation, Inc.
700 Leslie Ave.
Frankfort, Kentucky 40601

September 7, 2012

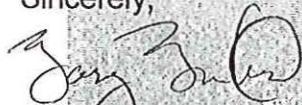
Dear Work Ready Community Steering Committee:

Please consider this letter documentation of our commitment to the Kentucky Work Ready Community Program for Franklin County. Thorn Hill Education Center commits to participate in the program, support the program and work to spread the word and to gain participation from others in the community.

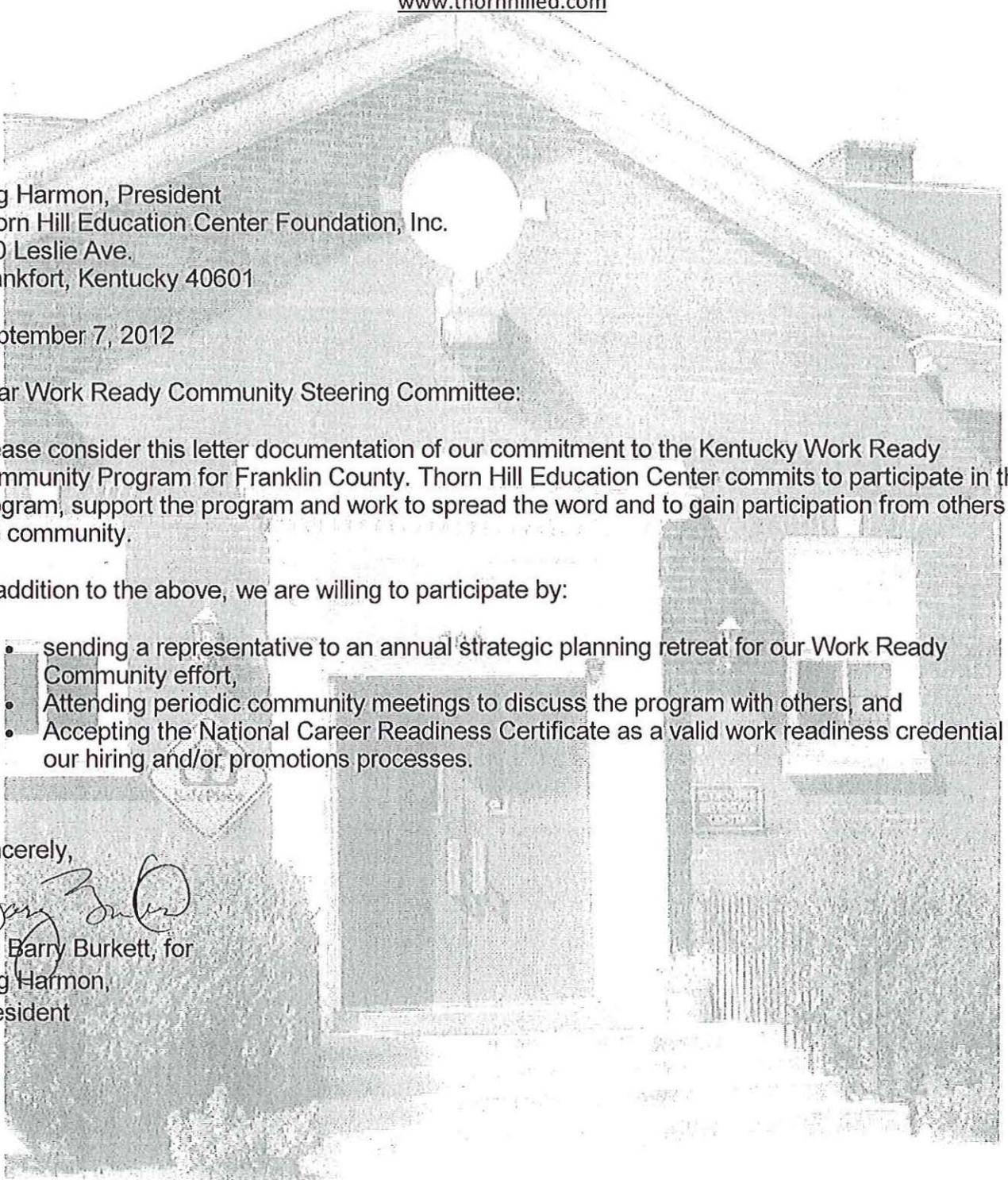
In addition to the above, we are willing to participate by:

- sending a representative to an annual strategic planning retreat for our Work Ready Community effort,
- Attending periodic community meetings to discuss the program with others, and
- Accepting the National Career Readiness Certificate as a valid work readiness credential in our hiring and/or promotions processes.

Sincerely,



pp: Barry Burkett, for
Peg Harmon,
President



**COMMITTEE
MINUTES**



Business & Community
Working Together

To Build a Better Future
Visit our community at www.frankfortky.info

The Chamber

Frankfort Area Chamber of Commerce

**PLATINUM
MEMBERS**



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Kentucky Work Ready Community Meeting
Wednesday, June 6, 2012

AGENDA

Open Meeting

Self-Introduction

Overview of Work Ready Program

Next Steps

- a.
- b.
- c.

Next Meeting

Other Discussion

**BUSINESS
PARTNERS**



**COMMUNITY
PARTNERS**



**EDUCATION
PARTNERS**



**MEDIA
PARTNERS**



Frankfort Plant Board
Cable

The State Journal

Economic Development Committee Meeting
January 10, 2012, 9:00 a.m. – Chamber Office

OBJECTIVE: Support efforts of Governmental Affairs Committee to address local government obstacles to economic vitality.

ACTION: Work with and support the Frankfort Chamber Governmental Affairs Council and KCDC to promote doing business in Frankfort and Franklin County.

OBJECTIVE: Existing Industry Outreach program.

ACTION: Conduct Industry Survey through industry tours and conversations.

ACTION: Provide quality industry tours on a revolving 90 day schedule.

ACTION: Schedule and host first tour of 2012 Toyota Advance Manufacturing and OWL within next 45 days.

ACTION: Explore the status of KAM efforts regarding KMCA closure and report back at next meeting

OBJECTIVE: Technology Start-ups

ACTION: Explore opportunities to partner with Kentucky State University

ACTION: Work with Bluegrass Area Development District and Center KY Career Center for speakers

ACTION: Work and support KCDC efforts to build a Technology Park within Frankfort/Franklin County

OBJECTIVE: Support Governmental Affairs Council on promotion partnership with BEAM

ACTION: Develop a working inventory of Frankfort assets to showcase the contribution Frankfort would make to the BEAM project and future projects within the Bluegrass Region.

OBJECTIVE: Skills training on workforce readiness

ACTION: Explore high school programs that are currently being offered to prepare students for the workforce, through meetings with school principals.

ACTION: Work and support the Workforce Development Council on programs to enhance workforce development training and engagement.

ACTION: Kevin Moore will Chair a committee within the Workforce Development Council to prepare a report on actions that need to be taken to update the skills training and workforce readiness for the Frankfort/Franklin County community.

OBJECTIVE: Work Ready Program

ACTION: Work with and support the Local Discussion Group on Work Ready application as needed.

ACTION: Explore high school programs that are currently being offered to prepare students for the workforce, through meetings with school principals.

ACTION: Provide information on Work Ready Program/Application to local elected officials and school systems and invite their participation in process.

ACTION: Research and begin preparation for completing Work Ready Application for the September 2012 deadline.

OBJECTIVE: Support of KY Capital Development Corporation Mission

ACTION: Work with and support KCDC, as needed.

ACTION: Work with and support community planning session

Next meeting: March 13, 2012 at 9:00 a.m. @ Chamber office.

Work Ready Community Committee Meeting June 6, 2012 @ Frankfort Chamber office

Carmen Inman opened the June 6th meeting up with self-introductions for committee members.

In attendance: Chris Hill, Pam Hatcher, Glenn Waldrop, Myron Moore, Mike Rosenstein, Kim Smith, Barry Burkett, Chrissy Jones, Harrie Buecker, Joe Paul, Joey Lawhorn, Larry Perkins, Karen Schneider, Rene True, Fred Goins, and Chamber staff Carmen Inman.

Inman, Joey Lawhorn and Joe Paul provided an overview of the Work Ready Program and the National Career Readiness Certificate (NCRC) to those present. Inman stated the committee will play an important role in the application process as well as in the long-term qualification and requalification process.

Inman stated the committee will gather information on high school graduation rate, educational attainment and broadband access.

During the process several criteria will require narratives to be completed that outline plans to reach established goals within a 3-year period.

Inman also reported that signatures and letters of commitment are required from community leaders and committee members.

Inman reported the Frankfort Chamber's goal is to have the Frankfort and Franklin County Work Ready Application completed by September 23, 2012 in order to present at the Workforce Investment October 2012 Community meeting.

Inman provided the following information to committee members regarding Frankfort and Franklin County standing on the Work Ready application.

Some important measures will be considered by the review panel as supplemental to the primary criteria in our application. It is possible that if our community falls just short in one area, but is very strong in one of the following measures, the panel may make take this into consideration.

Inman requested **AREA SCHOOLS PROVIDE INFORMATION** on their current programs to assist with getting our Graduation Rate and Drop Out rate within the national average over the next 3-years. Inman stated the need for a list of current programs and structure of how the programs will affect these numbers. Along with the following educational information requested below and on following pages

Narrative: GED ATTAINMENT vs. GED Goal: Complete an optional narrative explaining your community's GED attainment rate as compared to the GED attainment goal. Goals can be found on the Kentucky Adult Education site (<http://www.kyae.ky.gov/>) under the Performance/Accountability tab (GED targets, under the category County Goals and Targets)

Supplemental Criteria: GED: Please show our counties GED attainment as compared to county goals (at <http://www.kyae.ky.gov/> under the Performance/Accountability tab – GED targets, under the category County Goals and Targets). (two page maximum)

Occupational Credentials: Please show total numbers of industry-recognized credentials in our county among working age (18-64) population. Be sure to list the type of credential, number of individuals with each credential, sources and show any calculations. Employers and community colleges will be important sources in this effort. (three page maximum)

Schools

Graduation Rate

Franklin County currently at 79.17%
Needs to be 82.32% in next three years

Need to present a plan to raise the graduation rate to 82.32% within three years (three pages maximum)

Educational Attainment

25% have obtained 2 yr. degree
27.5% for Franklin County

Present a plan to raise the Educational Attainment rate to 32% within 3 years (KY average) and 39% within five years (national averages) (three page maximum)

To become a Work Ready Community in Progress present a plan to raise the Educational Attainment to 25% within three years and 32% within five years and 39% within seven years.

Workforce

Work Ethic: Inman stated the Frankfort Chamber looked into a Work Ethic Program several years ago, however the program was not implemented for the current school year.

- **Goal** – Develop Work Ethic Program
- **Action Plans**
 - (1) The Chamber has requested and received information from Bowling Green, KY Chamber of Commerce on their Work Ethic Program.
 - (2) Work with Workforce Development Committee and schools to establish Work Ethic Program

Narrative Work Ethic: Discuss our community program or programs to address work ethic/soft skill development and credentialing for both the secondary schools and post secondary adult populations. This program must meet the following minimum standards:

- 1). provide evidence of employer engagement in the program development process, including representation of the county's most prolific businesses and industries,
- 2). provide evidence that employers recognize achievement of work ethic or soft skills credential in their hiring/advancement processes,
- 3). programs must include measurable goals for annual improvement in the raw number and percentage of workforce credentialed,
- 4). plans must include a strategy to assure employers of the sustainability of the programs,
- 5). programs must address, at a minimum, the following topical areas: attendance, punctuality, communication, teamwork, leadership, and critical thinking.

(Four page maximum) --Communities applying for Work Ready Community in Progress that do not have a program must present a plan to develop one as described above within three years.

Narrative: National Career Readiness Certificate Attainment: Present a plan to raise the National Career Readiness Certificate rate to 15 percent of working age (18-64) adults within three years. Plan should include promotional strategies, training availability, and encouraging employer recognition of the certificate (three pages maximum).

National Career Readiness Certificate – Joe Paul updated committee members on this program and how the certificate can be of benefit to their companies. Inman reported Frankfort currently has 215; however we need 15% of 31,789 (working population 18-64) to qualify.

- **Goal** – plan to meet w/in next 3 years to have 4,768
- **Action Plans:** Work with local employers, manufacturing, adult education
 - (1) Daryl Smith, chairperson for WAI will be speaking in August to Chamber membership about the Work Ready program
 - (2) Joe Paul, OET will update members at the luncheon about the NCRC certificate
 - (3) Joe Paul will check into the NCRC for state employees are report back at next meeting

Narrative: A measurement of commitment from community and government agencies to the process of becoming certified and remaining certified. This allows a community to demonstrate true collaboration and progress toward achieving strategic goals that bring together education, workforce, economic development and elected leadership.

Community Commitment – Inman stated she needed letters of commitment from the following agencies for the Work Ready Application. Inman reported the Chamber has Local Discussion Group that meets monthly that has all of these entities engaged; however felt that a separate committee might be in order to address each of the Work Ready application areas. Inman provided a copy of a sample commitment letter to those present and asked for their commitment to this project.

WORK READY COMMUNITY: Application must show support (signatures/meeting participation) from the following stakeholders (at least one participant and signature per category):

1. **Economic Development – Suggested participants**
 - a. Heads of local economic development groups
 - b. Other local economic development leadership
2. **Elected Officials – Suggested participants**
 - a. County judge executive
 - b. Mayor(s)
 - c. Council members
3. **Education – Suggested participants**
 - a. Superintendents
 - b. Community college presidents
 - c. Adult education representative
 - d. Area Technology Center directors
 - e. College or university leaders
4. **Workforce Development – Suggested participants**
 - a. Local WIB representative
 - b. Area Development District director
5. **Business and Industry – Suggested participants**
 - a. President, chamber(s) of commerce
 - b. Business leaders

- **Goal – Local commitment letters obtained by application date of September 2012**
- **Action Plans** – Currently obtain commitment letters from: Tourism, KY Capital Economic Development Corporation, Christopher M. Hill & Associates and Frankfort Area Chamber of Commerce

Larry Perkins stated that he would like to see more involvement from local officials and stated he would make contact with his fellow magistrates to update them on the Work Ready Committee and project. See below commitment letter sample.

R e n e

Narrative Broadband Availability: (rural county) County must have 4Mbs speeds available to 90 percent of housing units with the exception of those they can show to be inaccessible (cost prohibitive) by technology other than wireless – where there must be 1.5Mbps speeds available to 90 percent of housing units. Present data to show that these areas are covered by 1.5Mbps at 90 percent availability (three page maximum).

Inman reported that Frankfort and Franklin County must have 90% Broadband Access, currently Frankfort has 93%.

Rene True stated he would provide information on the Broadband in Frankfort and Franklin County prior to next meeting. Chamber has received this information from Rene.

Narrative OCCUPATIONAL CREDENTIAL ATTAINMENT: Explain in an optional narrative the prevalence of occupational credentials (industry recognized certificates). Sources for this may be employers, community colleges or other. This measure lacks a standard tracking method/standard goal so you should explain your methodology in determining and presenting this measure.

Kentucky Work Ready Communities

SAMPLE LETTER OF COMMITMENT Dear Work Ready Community Steering Committee:

Please consider this letter documentation of our commitment to the Kentucky Work Ready Community Program for [county name]. [organization name] commits to participate in the program, support the program and work to spread the word and to gain participation from others in our community.

In addition to the above, we are willing to participate by:

- Sending a representative to an annual strategic planning retreat for our Work Ready Community effort,
- Attending periodic community meetings to discuss the program with others, and
- Accepting the National Career Readiness Certificate as a valid work readiness credential in our hiring and/or promotions processes (for employers).

Organization: _____

Key Contact Name: _____

Key Contact Title/Role: _____

Key Contact Phone Number: _____

Key Contact Email Address: _____

Address: _____

City: _____ County: _____

Signature _____

WorkKeys® & the Kentucky National Career Readiness Certificate™ A Guide for Employers & Examinees

What are WorkKeys?

WorkKeys are a reasoning and conduct workforce assessment system from ACT, Inc. The NCRC is based on three of the cognitive skills which show up repeatedly in job profiles: Applied Math, Locating Information & Reading for Information.

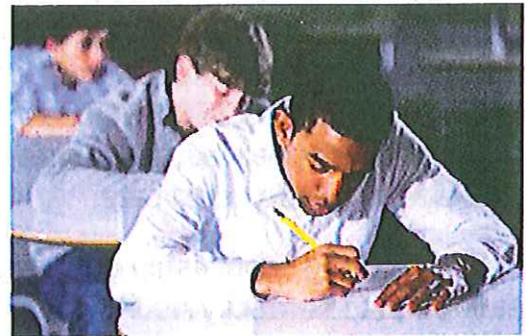
Employers can “prefer” or “require” an NCRC based on a risk assessment of their employment criteria and whether they have had a position profiled using ACT’s job profiling system. A Job Profile is a customized report documenting the tasks of a job, skill levels required for a job and the qualitative reasoning behind the skill levels provided by those who are currently working in that job.

It is important to understand that not all WorkKeys testing sequences will lead to an NCRC. For example, many manufacturing positions require more Observation skills than Applied Math.

Employers who wish to require WorkKeys/NCRC should contact their local Workforce Solution Provider (KCTCS). Go to www.kctcs.edu and click on the Workforce Solution Provider link for more information.

Who should take the WorkKeys?

Anyone can take the WorkKeys and NCRC assessments. Specifically, those who should be entertaining the idea would be workers who are seeking a promotion, under employed workers who are seeking full time employment and the unemployed.



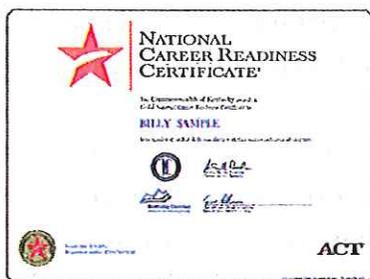
How do Examinees find an assessment center?

There are many locations throughout Kentucky from which to obtain a NCRC. If someone qualifies for Kentucky Adult Education services, the NCRC is part of that coursework. Most KCTCS campuses and satellites offer testing for a fee or are contracted by employers to conduct the tests as part of the job application process. Additionally, almost all OET and WIA offices have trained WorkKeys proctors.

How much do WorkKeys assessments cost?

Assessment.....	Cost*	Assessment	Cost*
READING for INFORMATION	\$5.50	APPLIED MATH.....	5.50
LOCATING INFORMATION.....	5.50	APPLIED TECHNOLOGY	5.50
TEAMWORK	8.00	OBSERVATION (Paper Version)	8.00
WORKPLACE OBSERVATION	12.00	WRITING	10.50
BUSINESS WRITING.....	10.50	LISTENING	10.50
LISTENING for UNDERSTANDING	12.00	TALENT (Personality)	9.50
PERFORMANCE.....	9.50	FIT	9.50

* Education/Government pricing good through 31 August, 2012.



Where can someone take the WorkKeys/NCRC?

There are 16 main KCTCS campuses and dozens of satellite campuses that can conduct WorkKeys testing. Almost all Office of Employment & Training (OET) Career Centers (www.oet.ky.gov) offer testing in either the Internet or Paper & Pencil format. Kentucky Adult Education (www.kyae.ky.gov) is present in every county in the state, and most Local Workforce Investment Boards (www.kwib.ky.gov) also have testing programs.

Please call the local offices or colleges to find out their testing times.

NCRC Promotions

There are several promotions for the National Career Readiness Certificate (NCRC) currently in place in the Commonwealth. The first two are time limited scholarships which both expire on 30 June, 2012. In recognition of Kentucky's pioneering work in the field of workforce education, ACT, Inc. awarded 2500 NCRC scholarships. All three exams are provided free of charge, and if a certificate is earned, the individual's name is included in the WorkKeys database and they will receive a printed certificate.

The second scholarship opportunity is funded by a Workforce Investment Act Incentive grant awarded to Kentucky Adult Education. In both cases, individuals simply need to go to their nearest provider and request a testing time.

There is a third option for individuals to get an NCRC. If an employer prefers or requires the NCRC as a condition of employment, and a person who is in the Employ Kentucky Operating System is matched up to that employer, OET will pay for the assessments as part of its employment services.

WorkKeys, National Career Readiness Certificate and ACT are registered trademarks of ACT, Inc.



Work Ready Community Committee

Date of Meeting June 6, 2012

Representative Name	Company Name	Address	Phone	Email Address
Chris Hill	Chamber	P.O. Box 817 Frankfort KY	502-226-6100	chris.hill@killee.com
Pam Hatcher	Bluegrass Community and Technical College (BCTC)	164 Opportunity Way N-121 Lex., KY	859-246-6788	pam.hatcher@kctcs.edu
Glenn Waldrop	FPB	306 Hickory Dr.	352-4485	glenn.waldrop@fayfb.com
Myron Moore	KECY	100 Moore Dr. Frankfort	564-5597	mrmoore@kecu.org
MIKE ROSENSTEIN	THORN HILL	700 LESLIE AVE	502-875-1481	MIKE.ROSENSTEIN@THORNHILLED.COM
Kim Smith	KCNC	109 Consumer Lane	502-226-5011	Kimsmith@kycapitaldevelopment.com
Berry Barcott	Thorn Hill	700 Leslie Ave	502.875.1481	Berry.Barcott@thornhilled.com
Chrissy Jones	Franklin Co. Schools	916 E. Main	502-330-0130	Chrissy.Jones@Franklin.kyschools.org
Hanni-Be	Franklin Co. Public Schools	916 E. Main St.	502-695-6200	hanni.be@Franklin.kyschools.org

Work Ready Co.-munity Committee

Date of Meeting June 16, 2012

Representative Name	Company Name	Address	Phone	Email Address
Joe Paul	OET NCRD Coordinator	275 E. MAIN ST FLOET, 40621	502 564 4456	JOSEPH.PAUL@KY.GOV
Joey Lashorn	WIA Career Center		859.519.7892	Joey.Lashorn@ky.gov
Larry Perkins	Fiscal Court	520 Wright Rd Frankfort	502-320-1802	Larry.Perkins@BellSouth.net
Karen Schneider	Franklin Co. Career + Tech Ctr.	1106 E. Main St,	502-695-6790	Karen.Schneider@Franklin.kyschools.us
Rene Tru	Connect KY & Charging Board		502-330-0709	rene@connectky.org
Fred Goins	DIR of TRANSPORT			Fgoins@Frankfort.ky.gov
Carroll Brown	Shankour Chancellor			

Carmen

Subject: Work Ready Community Application Meeting - Your Assistance is Needed

Just a friendly Reminder of our Work Ready Community meeting on **Wednesday, June 6, 2012 at 10:00 a.m.**



Good afternoon everyone,

The Kentucky Workforce Investment Board in conjunction with the Education and Workforce Development Cabinet has implemented a Work Ready Communities Program. This program will certify counties as “work ready” based on the quality of their labor force. The program will also raise the concept of “certified employability” from the individual level – as indicated by a person’s attainment of a National Career Readiness Certificate (NCRC) or other credentials to the community level. The Work Ready Community will promote cooperation among key community stakeholders (college, secondary education, economic development, elected and appointed officials, employers, chambers, school boards, community organizations, and others) as we work toward a common community goal.

The Frankfort Area Chamber of Commerce will begin working on Frankfort and Franklin County Work Ready Community application on Wednesday, June 6, 2012 and would also like to invite you to participate in this process. **I hope you will join the Frankfort Area Chamber of Commerce as we work toward making Frankfort and Franklin County a Work Ready Community. Our first organizational meeting will be held on Wednesday, June 6, 2012 at 10:00 a.m. at the Frankfort Chamber office.** If you are interested in assisting on this committee, please contact the Frankfort Chamber at 502-223-8261 or email chamber@frankfortky.info.

We will need representatives from the following agencies: Elected Officials, School Superintendents, Workforce Development, Industry, Broadband, University, Community Education and Community Colleges and Economic Development.

Thanking you in advance for consideration of this request,

Carmen



Carmen Inman
Executive Director

100 Capital Avenue, Frankfort, KY 40601
502.223.8261 * 502.223.5942 fax

www.frankfortky.info

chamber@frankfortky.info

The mission of the Frankfort Area Chamber of Commerce is to develop strong businesses and a vibrant economy through business advocacy and leadership, resulting in a better quality of life for all.

Carmen

From: Wheeler, Rhonda W (Bluegrass) [rhonda.wheeler@kctcs.edu]
Sent: Tuesday, June 05, 2012 12:16 PM
To: Carmen
Subject: RE: Building Employer Knowledge of the National Career Readiness Certificate Video

Hi, Carmen: Pam Hatcher will be representing us tomorrow (she works with Mark and is fantastic.) I will catch up later – have been on vacation and have too many surgeries scheduled by my campus assistants to get out this week. Thanks!

Rhonda Wheeler
Campus Director, Lawrenceburg
Bluegrass Community and Technical College
1500 Bypass North
Lawrenceburg, KY 40342
502/839-8488 ext. 56811
Fax: 859/246-6837
Rhonda.wheeler@kctcs.edu

From: Carmen [<mailto:chamber@frankfortky.info>]
Sent: Thursday, May 24, 2012 11:22 AM
To: Carmen
Subject: Building Employer Knowledge of the National Career Readiness Certificate Video

The Kentucky Workforce Investment Board in conjunction with the Education and Workforce Development Cabinet has implemented a Work Ready Communities Program. This program will certify counties as “work ready” based on the quality of their labor force. The program will also raise the concept of “certified employability” from the individual level – as indicated by a person’s attainment of a National Career Readiness Certificate (NCRC) or other credentials to the community level. The Work Ready Community will promote cooperation among key community stakeholders (college, secondary education, economic development, elected and appointed officials, employers, chambers, school boards, community organizations, and others) as we work toward a common community goal.

I would like to invite you to view the attached video from the KY Workforce Investment and see how the NCRC can help your company reduce turnover, provide better employee’s and save your company training time and energy.

The Frankfort Area Chamber of Commerce will begin working on Frankfort and Franklin County Work Ready Community application in the next few weeks and would also like to invite you to participate in this process. I hope you will join the Frankfort Area Chamber of Commerce as we work toward making Frankfort and Franklin County a Work Ready Community. Our first organizational meeting will be held on **Wednesday, June 6, 2012 at 10:00 a.m.** at the Frankfort Chamber office. If you are interested in assisting on this committee, please contact the Frankfort Chamber at 502-223-8261 or email chamber@frankfortky.info.

**Building Employer Knowledge of the
National Career Readiness Certificate**





Business & Community
Working Together

To Build a Better Future
Visit our community at www.frankfortky.info

The Chamber
Frankfort Area Chamber of Commerce

PLATINUM
MEMBERS



GOLD
MEMBERS



BEAM
GLOBAL SPIRITS & WINE, INC.



BUSINESS
PARTNERS



Kentucky Work Ready Community Meeting Wednesday, July 18, 2012

AGENDA

Open Meeting

Self-Introduction

Review of Minutes from June meeting

Review of Work Ready Application

Next Steps

- Obtain list of explaining our community's GED attainment rate as compared to the desired GED attainment goal.
- Obtain list and overview of programs that showcase workforce development skills
- Obtain Commitment letters from our local partners
- Present a plan to raise the National Career Readiness Certificate to 15% of working age (18-64)
- Begin preparations on beginning a Work Ethic Program in 2013
- Obtain statement regarding Frankfort/Franklin County Broadband capability
- Assign tasks to committee members to obtain information

Other Discussion

Next Meeting

BUSINESS
PARTNERS



COMMUNITY
PARTNERS



EDUCATION
PARTNERS



MEDIA
PARTNERS



Frankfort Plant Board
Cable

The State Journal

Work Ready Community Committee Meeting July 8, 2012 @ Frankfort Chamber office

Carmen Inman opened the July 8th meeting up with self-introductions for committee members.

In attendance: Gina Hagan, Joe Paul, Daryl Smith, Larry Perkins, Charley Preston, Anne Butler, Irma Johnson, Rhonda Wheeler, Brittain Skinner, Fred Goins, Jennifer Wilson, Kim Smith, Myron Moore, Barry Burkett, Ann Northcutt, Mike Rosenstein and Chamber staff Carmen Inman.

Inman, ask Workforce Investment Board Chair Daryl Smith to provided an overview of the Work Ready Program and the National Career Readiness Certificate (NCRC) to those present.

Inman reviewed the required narratives that would be needed from the Educational system. Inman ask Educators present to provide committee members a brief overview of their Workforce programs and then to provide a written document of these programs.

Inman reported the Frankfort Chamber's goal is to have the Frankfort and Franklin County Work Ready Application completed by September 23, 2012 in order to present at the Workforce Investment October 2012 Community meeting.

Inman provided the following information to committee members regarding Frankfort and Franklin County standing on the Work Ready application.

- **Minutes of June 6, 2012 meeting, along with committee member assignments**
- **Overview of KY Work Ready Community Program**
- **Application Process Summary**
- **KY Work Ready Community Common Questions about the program**
- **Criteria and Thresholds that will be required to accompany the application**
- **Narratives/Plans needed**
- **Sample of letter of commitment**
- **Mentoring program for Middle School Students from Frankfort/Franklin Co. Community Education.**

Inman made a second request that **AREA SCHOOLS PROVIDE INFORMATION** on their current programs to assist with getting our Graduation Rate and Drop Out rate within the national average over the next 3-years. Inman stated the need for a list of current programs and structure of how the programs will affect these numbers. Along with the following educational information requested below and on following pages

Narrative: GED ATTAINMENT vs. GED Goal: Complete an optional narrative explaining your community's GED attainment rate as compared to the GED attainment goal. Goals can be found on the Kentucky Adult Education site (<http://www.kyae.ky.gov/>) under the Performance/Accountability tab (GED targets, under the category County Goals and Targets)

Supplemental Criteria: GED: Please show our counties GED attainment as compared to county goals (at <http://www.kyae.ky.gov/> under the Performance/Accountability tab – GED targets, under the category County Goals and Targets). (two page maximum)

Graduation Rate

Franklin County currently at 79.17%
Frankfort Independent Schools current at 83.3%
Needs to be 82.32% in next three years

Need to present a plan to raise the graduation rate to 82.32% within three years (three pages maximum)

Educational Attainment

25% have obtained 2 yr. degree
27.5% for Franklin County

Present a plan to raise the Educational Attainment rate to 32% within 3 years (KY average) and 39% within five years (national averages) (three page maximum)

To become a Work Ready Community in Progress present a plan to raise the Educational Attainment to 25% within three years and 32% within five years and 39% within seven years.

Work Ethic: Inman stated the Frankfort Chamber looked into a Work Ethic Program several years ago, however the program was not implemented for the current school year.

- **Goal** – Develop Work Ethic Program
- **Action Plans**
 - (1) The Chamber has requested and received information from Bowling Green, KY Chamber of Commerce on their Work Ethic Program. **Information has been receive and will be reviewed by Workforce Development Committee.**
 - (2) Work with Workforce Development Committee and schools to establish Work Ethic Program. **August 15, 2012 the Workforce Development Committee meeting**

Narrative Work Ethic: Discuss our community program or programs to address work ethic/soft skills development and credentialing for both the secondary schools and post secondary adult populations. This program must meet the following minimum standards:

- 1). provide evidence of employer engagement in the program development process, including representation of the county's most prolific businesses and industries,
- 2). provide evidence that employers recognize achievement of work ethic or soft skills credential in their hiring/advancement processes,
- 3). programs must include measurable goals for annual improvement in the raw number and percentage of workforce credentialed,
- 4). plans must include a strategy to assure employers of the sustainability of the programs,
- 5). programs must address, at a minimum, the following topical areas: attendance, punctuality, communication, teamwork, leadership, and critical thinking.

Communities applying for Work Ready Community in Progress that do not have a program must present a plan to develop one as described above within three years.

Narrative: National Career Readiness Certificate Attainment: Present a plan to raise the National Career Readiness Certificate rate to 15 percent of working age (18-64) adults within three years. Plan should include promotional strategies, training availability, and encouraging employer recognition of the certificate (three pages maximum).

National Career Readiness Certificate – Joe Paul updated committee members on this program and how the certificate can be of benefit to their companies. Inman reported **Frankfort currently has 215**; however we **need 15% of 31,789** (working population 18-64) to qualify.

- **Goal** – plan to meet w/in next 3 years to have **4,768**
- **Action Plans:** Work with local employers, manufacturing, adult education
 - (1) Daryl Smith, chairperson for WAI will be speaking in August to Chamber membership about the Work Ready program**
 - (2) Joe Paul, OET will update members at the luncheon about the NCRC certificate**

Narrative: A measurement of commitment from community and government agencies to the process of becoming certified and remaining certified. This allows a community to demonstrate true collaboration and progress toward achieving strategic goals that bring together education, workforce, economic development and elected leadership.

Community Commitment – Inman reported on the letters of commitment that have been received and ask committee members present for their commitment as well. Inman provided a copy of a sample commitment letter to those present and asked for their commitment to this project.

WORK READY COMMUNITY: Application must show support (signatures/meeting participation) from the following stakeholders (at least one participant and signature per category):

1. Economic Development – Suggested participants

- ✓ a. Heads of local economic development groups
- ✓ b. Other local economic development leadership

2. Elected Officials – Suggested participants

- ✓ a. County judge executive
- b. Mayor(s)
- c. Council members

3. Education – Suggested participants

- a. Superintendents - **Need letter of support from Frankfort Independent Schools**
- ✓ b. Community college presidents
- c. Adult education representative - **Need letter of support from Thorn Hill**
- d. Area Technology Center directors **Need letter of support from Karen Schneider**
- e. College or university leaders -- **Need letter of support from KY State University**

4. Workforce Development – Suggested participants

- a. Local WIB representative - **Need letter of support**
- b. Area Development District director - **Need letter of support**

5. Business and Industry – Suggested participants

- ✓ a. President, chamber(s) of commerce
- b. Business leaders
 - **Goal** – **Local commitment letters obtained by application date of September 2012**
 - **Action Plans** – Continue commitment letter request from community partners

Narrative Broadband Availability: (rural county) County must have 4Mbps speeds available to 90 percent of housing units with the exception of those they can show to be inaccessible (cost prohibitive) by technology other than wireless – where there must be 1.5Mbps speeds available to 90 percent of housing units. Present data to show that these areas are covered by 1.5Mbps at 90 percent availability (three page maximum).

Inman reported that Frankfort and Franklin County must have 90% Broadband Access, currently Frankfort has 93%.



Rene True has provided the Chamber with the Narrative for Broadband in Frankfort.

Narrative OCCUPATIONAL CREDENTIAL ATTAINMENT: Explain in an optional narrative the prevalence of occupational credentials (industry recognized certificates). Sources for this may be employers, community colleges or other. This measure lacks a standard tracking method/standard goal so you should explain your methodology in determining and presenting this measure.

Chamber has requested this information from area manufacturing firms. Will follow up in next few weeks with personal visit/phone call.

Work Ready Community Committee

Date of Meeting July 18, 2012

Representative Name	Company	Phone Number	Email address
Gina Hagan	FAPS-Comm Ed	875-8400x 167	Gina.Hagan@Franklin.kyscho
Joe Paul	OET	782-3035	JOSEPH.PAUL@Ky.GOV
Daryl W Smith	KU/LGE/BGWIB	859-367-5365	Daryl.smith@lge-ky.com
Larry B. Perkins	Franklin Co. ^{Fiscnl} Court	502-320-1802	Larry.B.Perkins@Bill23012
Charley Preston	Franklin Co. Schools	502-675-6700	charley.preston@franklin.kyschools.ky.gov
Anne Butler	KSU	502- 545-3423 597-6720	anne.butler@ksu.edu
Irma Johnson	KSU	502-545-3423	irma.johnson@ksu.edu
Rhonda Wheeler	Bluegrass CTC	502-839-8488	rhonda.wheeler@kctcs.edu
BRITTAIN SKINNER	DFI	502-223-2261	INFO@DOWNTOWNFRANKFORT
FRED GOINS	CITY OF FRANKFORT	502-875-8500	fgoins@frankfort.ky.gov
Jennifer Wilson	Franklin Co Fiscal Court	502-875-8751	jwilson@franklincountyky.com
Kim Smith	KEDC	502-226-5611	Kimsmith@kycapitaldevelopment.com
Mym R Moore	KECU	502/564-5597	mrmoore@kecu.org
Barry Burkett	Thorn Hill Ed. Center	502-875-1481	barry.burkett@thornhill.com
Al Northcutt	Franklin Co Fiscal Court	502-875-8751	comdev@franklincountyky.com
MIKE ROSENSTEIN	THORN HILL ED	875-1481	MIKE.ROSENSTEIN@THORNHILL.ED.COM
Carmen Ornan	Frankfort Chamber	223-8261	

Work Ready Community Committee Meeting June 6, 2012 @ Frankfort Chamber office

Carmen Inman opened the June 6th meeting up with self-introductions for committee members.

In attendance: Chris Hill, Pam Hatcher, Glenn Waldrop, Myron Moore, Mike Rosenstein, Kim Smith, Barry Burkett, Chrissy Jones, Harrie Buecker, Joe Paul, Joey Lawhorn, Larry Perkins, Karen Schneider, Rene True, Fred Goins, and Chamber staff Carmen Inman.

Inman, Joey Lawhorn and Joe Paul provided an overview of the Work Ready Program and the National Career Readiness Certificate (NCRC) to those present. Inman stated the committee will play an important role in the application process as well as in the long-term qualification and requalification process.

Inman stated the committee will gather information on high school graduation rate, educational attainment and broadband access.

During the process several criteria will require narratives to be completed that outline plans to reach established goals within a 3-year period.

Inman also reported that signatures and letters of commitment are required from community leaders and committee members.

Inman reported the Frankfort Chamber's goal is to have the Frankfort and Franklin County Work Ready Application completed by September 23, 2012 in order to present at the Workforce Investment October 2012 Community meeting.

Inman provided the following information to committee members regarding Frankfort and Franklin County standing on the Work Ready application.

Some important measures will be considered by the review panel as supplemental to the primary criteria in our application. It is possible that if our community falls just short in one area, but is very strong in one of the following measures, the panel may make take this into consideration.

Inman requested **AREA SCHOOLS PROVIDE INFORMATION** on their current programs to assist with getting our Graduation Rate and Drop Out rate within the national average over the next 3-years. Inman stated the need for a list of current programs and structure of how the programs will affect these numbers. Along with the following educational information requested below and on following pages

Narrative: GED ATTAINMENT vs. GED Goal: Complete an optional narrative explaining your community's GED attainment rate as compared to the GED attainment goal. Goals can be found on the Kentucky Adult Education site (<http://www.kyae.ky.gov/>) under the Performance/Accountability tab (GED targets, under the category County Goals and Targets)

Supplemental Criteria: GED: Please show our counties GED attainment as compared to county goals (at <http://www.kyae.ky.gov/> under the Performance/Accountability tab – GED targets, under the category County Goals and Targets). (two page maximum)

Occupational Credentials: Please show total numbers of industry-recognized credentials in our county among working age (18-64) population. Be sure to list the type of credential, number of individuals with each credential, sources and show any calculations. Employers and community colleges will be important sources in this effort. (three page maximum)

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SCHOOLS

Graduation Rate

Franklin County currently at 79.17%
Needs to be 82.32% in next three years

Need to present a plan to raise the graduation rate to 82.32% within three years (three pages maximum)

Educational Attainment

25% have obtained 2 yr. degree
27.5% for Franklin County

Present a plan to raise the Educational Attainment rate to 32% within 3 years (KY average) and 39% within five years (national averages) (three page maximum)

To become a Work Ready Community in Progress present a plan to raise the Educational Attainment to 25% within three years and 32% within five years and 39% within seven years.

WORKFORCE

Work Ethic: Inman stated the Frankfort Chamber looked into a Work Ethic Program several years ago, however the program was not implemented for the current school year.

- **Goal** – Develop Work Ethic Program
- **Action Plans**
 - (1) The Chamber has requested and received information from Bowling Green, KY Chamber of Commerce on their Work Ethic Program.
 - (2) Work with Workforce Development Committee and schools to establish Work Ethic Program

Narrative Work Ethic: Discuss our community program or programs to address work ethic/soft skills development and credentialing for both the secondary schools and post secondary adult populations. This program must meet the following minimum standards:

- 1). provide evidence of employer engagement in the program development process, including representation of the county's most prolific businesses and industries,
- 2). provide evidence that employers recognize achievement of work ethic or soft skills credential in their hiring/advancement processes,
- 3). programs must include measurable goals for annual improvement in the raw number and percentage of workforce credentialed,
- 4). plans must include a strategy to assure employers of the sustainability of the programs,
- 5). programs must address, at a minimum, the following topical areas: attendance, punctuality, communication, teamwork, leadership, and critical thinking.

(Four page maximum) --Communities applying for Work Ready Community in Progress that do not have a program must present a plan to develop one as described above within three years.

Narrative: National Career Readiness Certificate Attainment: Present a plan to raise the National Career Readiness Certificate rate to 15 percent of working age (18-64) adults within three years. Plan should include promotional strategies, training availability, and encouraging employer recognition of the certificate (three pages maximum).

National Career Readiness Certificate – Joe Paul updated committee members on this program and how the certificate can be of benefit to their companies. Inman reported Frankfort currently has 215; however we need 15% of 31,789 (working population 18-64) to qualify.

- **Goal** – plan to meet w/in next 3 years to have 4,768
- **Action Plans:** Work with local employers, manufacturing, adult education
 - (1) Daryl Smith, chairperson for WAI will be speaking in August to Chamber membership about the Work Ready program
 - (2) Joe Paul, OET will update members at the luncheon about the NCRC certificate
 - (3) Joe Paul will check into the NCRC for state employees are report back at next meeting

Narrative: A measurement of commitment from community and government agencies to the process of becoming certified and remaining certified. This allows a community to demonstrate true collaboration and progress toward achieving strategic goals that bring together education, workforce, economic development and elected leadership.

Community Commitment – Inman stated she needed letters of commitment from the following agencies for the Work Ready Application. Inman reported the Chamber has Local Discussion Group that meets monthly that has all of these entities engaged; however felt that a separate committee might be in order to address each of the Work Ready application areas. Inman provided a copy of a sample commitment letter to those present and asked for their commitment to this project.

WORK READY COMMUNITY: Application must show support (signatures/meeting participation) from the following stakeholders (at least one participant and signature per category):

1. **Economic Development – Suggested participants**
 - a. Heads of local economic development groups
 - b. Other local economic development leadership
2. **Elected Officials – Suggested participants**
 - a. County judge executive
 - b. Mayor(s)
 - c. Council members
3. **Education – Suggested participants**
 - a. Superintendents
 - b. Community college presidents
 - c. Adult education representative
 - d. Area Technology Center directors
 - e. College or university leaders
4. **Workforce Development – Suggested participants**
 - a. Local WIB representative
 - b. Area Development District director
5. **Business and Industry – Suggested participants**
 - a. President, chamber(s) of commerce
 - b. Business leaders

- **Goal – Local commitment letters obtained by application date of September 2012**
- **Action Plans** – Currently obtain commitment letters from: Tourism, KY Capital Economic Development Corporation, Christopher M. Hill & Associates and Frankfort Area Chamber of Commerce

Larry Perkins stated that he would like to see more involvement from local officials and stated he would make contact with his fellow magistrates to update them on the Work Ready Committee and project. See below commitment letter sample.

Narrative Broadband Availability: (rural county) County must have 4Mbs speeds available to 90 percent of housing units with the exception of those they can show to be inaccessible (cost prohibitive) by technology other than wireless – where there must be 1.5Mbps speeds available to 90 percent of housing units. Present data to show that these areas are covered by 1.5Mbps at 90 percent availability (three page maximum).

Inman reported that Frankfort and Franklin County must have 90% Broadband Access, currently Frankfort has 93%.

Rene True stated he would provide information on the Broadband in Frankfort and Franklin County prior to next meeting. Chamber has received this information from Rene.

Narrative OCCUPATIONAL CREDENTIAL ATTAINMENT: Explain in an optional narrative the prevalence of occupational credentials (industry recognized certificates). Sources for this may be employers, community colleges or other. This measure lacks a standard tracking method/standard goal so you should explain your methodology in determining and presenting this measure.

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Kentucky Work Ready Communities

SAMPLE LETTER OF COMMITMENT Dear Work Ready Community Steering Committee:

Please consider this letter documentation of our commitment to the Kentucky Work Ready Community Program for [county name]. [organization name] commits to participate in the program, support the program and work to spread the word and to gain participation from others in our community.

In addition to the above, we are willing to participate by:

- Sending a representative to an annual strategic planning retreat for our Work Ready Community effort,
- Attending periodic community meetings to discuss the program with others, and
- Accepting the National Career Readiness Certificate as a valid work readiness credential in our hiring and/or promotions processes (for employers).

Organization: _____

Key Contact Name: _____

Key Contact Title/Role: _____

Key Contact Phone Number: _____

Key Contact Email Address: _____

Address: _____

City: _____ County: _____

Signature _____

WorkKeys® & the Kentucky National Career Readiness Certificate™ A Guide for Employers & Examinees

What are WorkKeys?

WorkKeys are a reasoning and conduct workforce assessment system from ACT, Inc. The NCRC is based on three of the cognitive skills which show up repeatedly in job profiles: Applied Math, Locating Information & Reading for Information.

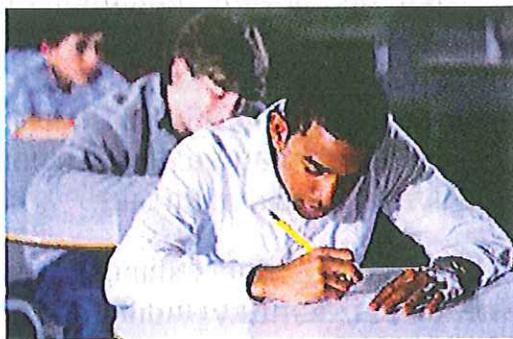
Employers can "prefer" or "require" an NCRC based on a risk assessment of their employment criteria and whether they have had a position profiled using ACT's job profiling system. A Job Profile is a customized report documenting the tasks of a job, skill levels required for a job and the qualitative reasoning behind the skill levels provided by those who are currently working in that job.

It is important to understand that not all WorkKeys testing sequences will lead to an NCRC. For example, many manufacturing positions require more Observation skills than Applied Math.

Employers who wish to require WorkKeys/NCRC should contact their local Workforce Solution Provider (KCTCS). Go to www.kctcs.edu and click on the Workforce Solution Provider link for more information.

Who should take the WorkKeys?

Anyone can take the WorkKeys and NCRC assessments. Specifically, those who should be entertaining the idea would be workers who are seeking a promotion, under employed workers who are seeking full time employment and the unemployed.



How do Examinees find an assessment center?

There are many locations throughout Kentucky from which to obtain a NCRC. If someone qualifies for Kentucky Adult Education services, the NCRC is part of that coursework. Most KCTCS campuses and satellites offer testing for a fee or are contracted by employers to conduct the tests as part of the job application process. Additionally, almost all OET and WIA offices have trained WorkKeys proctors.

How much do WorkKeys assessments cost?

Assessment.....	Cost*	Assessment	Cost*
READING for INFORMATION	\$5.50	APPLIED MATH.....	5.50
LOCATING INFORMATION.....	5.50	APPLIED TECHNOLOGY	5.50
TEAMWORK	8.00	OBSERVATION (Paper Version)	8.00
WORKPLACE OBSERVATION	12.00	WRITING	10.50
BUSINESS WRITING.....	10.50	LISTENING	10.50
LISTENING for UNDERSTANDING	12.00	TALENT (Personality)	9.50
PERFORMANCE.....	9.50	FIT	9.50

* Education/Government pricing good through 31 August, 2012.



Where can someone take the WorkKeys/NCRC?

There are 16 main KCTCS campuses and dozens of satellite campuses that can conduct WorkKeys testing. Almost all Office of Employment & Training (OET) Career Centers (www.oet.ky.gov) offer testing in either the Internet or Paper & Pencil format. Kentucky Adult Education (www.kyae.ky.gov) is present in every county in the state, and most Local Workforce Investment Boards (www.kwib.ky.gov) also have testing programs.

Please call the local offices or colleges to find out their testing times.

NCRC Promotions

There are several promotions for the National Career Readiness Certificate (NCRC) currently in place in the Commonwealth. The first two are time limited scholarships which both expire on 30 June, 2012. In recognition of Kentucky's pioneering work in the field of workforce education, ACT, Inc. awarded 2500 NCRC scholarships. All three exams are provided free of charge, and if a certificate is earned, the individual's name is included in the WorkKeys database and they will receive a printed certificate.

The second scholarship opportunity is funded by a Workforce Investment Act Incentive grant awarded to Kentucky Adult Education. In both cases, individuals simply need to go to their nearest provider and request a testing time.

There is a third option for individuals to get an NCRC. If an employer prefers or requires the NCRC as a condition of employment, and a person who is in the Employ Kentucky Operating System is matched up to that employer, OET will pay for the assessments as part of its employment services.

WorkKeys, National Career Readiness Certificate and ACT are registered trademarks of ACT, Inc.



Kentucky Work Ready Communities Program

Overview

The Kentucky Workforce Investment Board in conjunction with the Education and Workforce Cabinet is implementing a **Work Ready Communities Program**, through which it will certify counties as “work ready” based on the quality of their labor force. The program will raise the concept of “certified employability” from the individual level—as indicated by a person’s attainment of a National Career Readiness Certificate (NCRC) or other credentials—to the community level. Further, it will promote cooperation among key community stakeholders (community college staff, secondary education, economic development professionals, elected and appointed officials, employers, chambers, school boards, community organizations, and others) as they work toward a common community goal.

Benefits to the Communities:

Earning Certified Work Ready Community status ensures citizens have the talent necessary to staff existing jobs and to master the innovative technologies new jobs will require in the future.. This certified status shows employers and prospective employers that a county has the talented workforce that business demands...a sustainable, reliable pipeline that delivers the right workers with the right skills at the right time.

Work Ready Communities can:

- Attract new businesses and investment;
 - Gain a competitive advantage over surrounding communities;
 - Help existing companies grow and add new jobs;
 - Recruit creative, talented, and innovative people;
 - Revitalize their economies and keep them humming.
-

The Process

Each community must gather local support and commitment and apply for the Work Ready Community designation. To earn the designation of a Certified Work Ready Community, counties will have to meet and maintain certain criteria such as:

- driving current workers and the available workforce to earn National Career Readiness Certificates (NCRCs),
 - demonstrating a commitment to meeting certain public high school graduation rates
 - building community commitment for meeting these goals
-

In the long run, this is a program that will benefit individual communities as well as the entire state. By taking part in the effort, **counties can transform their economies** and give themselves a competitive advantage in attracting new businesses and jobs. By identifying both the needs of business and the available skills of Kentucky’s workforce, **the state can more effectively generate the right talent for the right jobs.**

Kentucky Work Ready Communities

APPLICATION PROCESS SUMMARY

While the application preparation requires a good amount of data gathering, planning and goal setting by collaborators in each county, the application steps should be as simple and clear as possible.

In its most basic form the application process includes roles for the county, the review panel and KWIB as follows:

COUNTY

Initiate application materials → Make decisions and gather support → Gather data → Complete the application → Submit the application to the Review Panel

REVIEW PANEL*

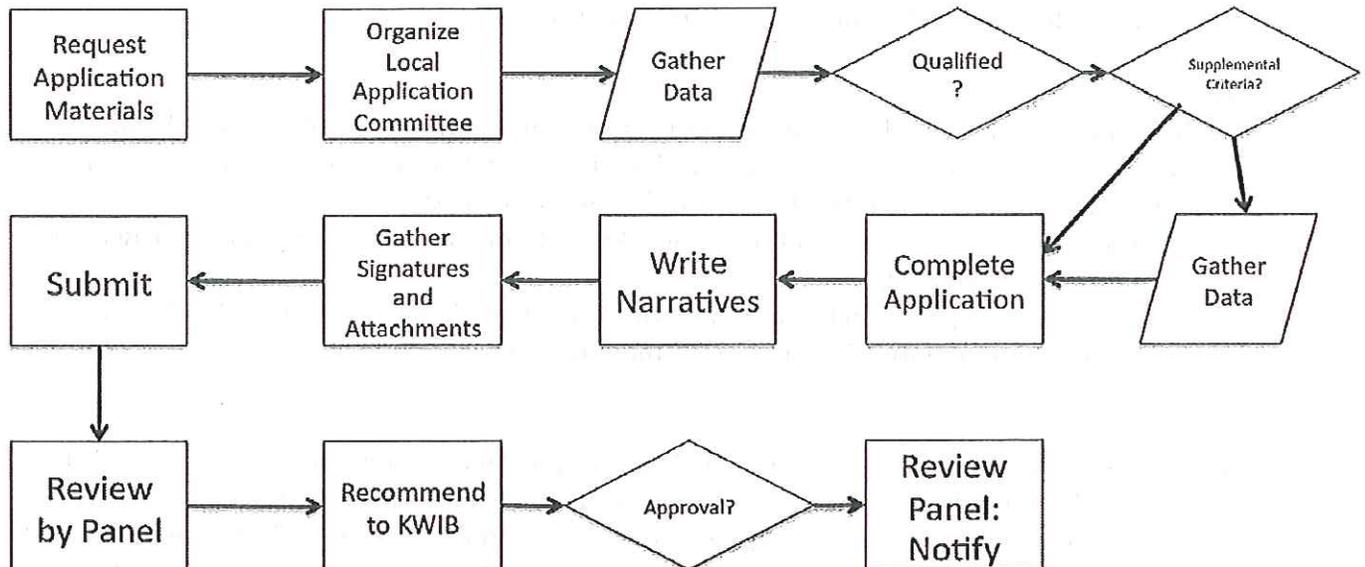
Verify initial data → Review plans → Make a recommendation to KWIB

KWIB

Final approval. KWIB votes to certify and the certificate package is issued by KWIB staff.

*The Review Panel is appointed by the KWIB and includes representatives from:

- KWIB (Member)
- KWIB (Staff)
- Kentucky Association for Economic Development
- Cabinet for Economic Development
- Kentucky Association of Counties
- Kentucky Community & Technical College System
- Kentucky Department of Education
- Kentucky Adult Education
- Kentucky Chamber of Commerce
- Kentucky Labor Cabinet



Kentucky Work Ready Communities

COMMON QUESTIONS ABOUT THE PROGRAM

1. **Does being a certified Work Ready Community help us?** Absolutely! Employers and potential employers who may consider your community as a location want to know about your workforce. Being certified answers many of their questions and indicates that your community is serious about meeting their needs.
2. **How were the criteria and thresholds selected?** The Kentucky Work Ready Community Steering Committee, which consists of representatives from all major stakeholders in the project (including employers, education, workforce development, economic development, and more) worked to define the criteria initially. Further guidance was received by business and industry - their input drove the final selections.
3. **Can multiple counties make a Work Ready Region?** YES - While Work Ready Regions are not officially a part of this program currently, as long as the counties each meet the Work Ready Community criteria individually and become certified, contiguous counties within Kentucky can promote themselves as a Work Ready Region.
4. **Can any unit smaller than a county apply (such as a city or region not defined by county lines)?** NO - the smallest unit allowed to apply is a county. The reason for this has to do with how data is gathered and tracked. Standardized data for the criteria included are generally tracked at a county level.
5. **Our community does not meet the minimum criteria yet - can we still apply?** YES - In order for the program to have real value for business and industry, the criteria are intentionally stringent. In fact, we expect only a handful of counties to meet the criteria and immediately achieve Work Ready Community status. Most communities will apply for Work Ready Community in Progress - with detailed plans to meet the criteria where they fall short.
6. **How long will we have to meet the criteria if we become a Work Ready Community in Progress?** You will have up to three years to meet the minimum criteria. You will need to show continuous improvement within this three-year period.
7. **What if a Work Ready Community in Progress does not meet their goals in three years - can we reapply?** If you can demonstrate continuous improvement, the selection committee may decide to extend your goal deadline. If the committee does NOT extend your deadline and you lose Work Ready Community in Progress status, you must wait one year before reapplying.
8. **If our community meets the criteria and becomes a Work Ready Community, how long will that status last?** Work Ready Community Status will last for two years, at which time each community must be recertified to ensure they have not fallen below required criteria levels. The recertification process will be a shorter process than the original application and should be fairly easy as long as the local committee stays actively involved.
9. **Is there a cost?** NO - there is no application fee.

Kentucky Work Ready Communities

10. **What is the process after we submit our application?** First, the Work Ready Community Review Panel will review the data to verify accuracy. Then the panel will review the narratives included. Based on this information, the committee will make a recommendation to the Kentucky Workforce Investment Board (KWIB), which will have final approval on granting Work Ready Community or Work Ready Community in Progress status. The process will vary in length depending on the timing of the application in relation to the next KWIB meeting. You will be notified of the outcome by the review panel.

11. **When can we apply?** You can apply at any time, though applications will be reviewed three times per year. The review panel will meet three times per year to review applications that have been submitted at least 30 days before the review panel meeting. Once established, the meeting dates, times and locations of review panel meetings will be posted on the program's web site.

Kentucky Work Ready Communities

CRITERIA and THRESHOLDS

Graduation Rate
SOURCE: Kentucky Department of Education. See **RESOURCES** tab on the Work ready Communities web site.

High school graduation rate calculated with the method used in reporting for the State of Kentucky.

WORK READY COMMUNITY: 82.32 percent*. Inclusion of private or parochial graduation rates not already included in the traditionally reported figure is allowed at the discretion of the county.

WORK READY COMMUNITY IN PROGRESS: Must present a plan to raise the rate to 82.32 percent* within three years.

National Career Readiness Certificate (NCRC) Holders
SOURCE: Kentucky NCRC Coordinator. See **RESOURCES** tab on the Work ready Communities web site.

The National Career Readiness Certificate is awarded based on the three WorkKeys® assessments - Reading for Information, Applied Mathematics, Locating Information. It is accepted throughout the nation by employers as a measure of work readiness. Kentucky has an NCRC initiative underway.

WORK READY COMMUNITY: Must present a plan to raise the rate to 15 percent of working-age adults (18-64) within three years. Plan should include promotional strategies, training availability, and encouraging employer recognition of the certificate.

WORK READY COMMUNITY IN PROGRESS: Same

Community Commitment

A measurement of commitment from community and government agencies to the process of becoming certified and remaining certified. This allows a community to demonstrate true collaboration and progress toward achieving strategic goals that bring together education, workforce, economic development and elected leadership.

WORK READY COMMUNITY: Application must show support (signatures/meeting participation) from the following stakeholders (at least one participant and signature per category):

1. Economic Development - Suggested participants
 - a. Heads of local economic development groups
 - b. Other local economic development leadership
2. Elected Officials - Suggested participants
 - a. County judge executive
 - b. Mayor(s)
 - c. Council members
3. Education - Suggested participants
 - a. Superintendents
 - b. Community college presidents
 - c. Adult education representative
 - d. Area Technology Center directors
 - e. College or university leaders

Kentucky Work Ready Communities

CRITERIA and THRESHOLDS

4. Workforce Development - Suggested participants
 - a. Local WIB representative
 - b. Area Development District director
5. Business and Industry - Suggested participants
 - a. President, chamber(s) of commerce
 - b. Business leaders

WORK READY COMMUNITY IN PROGRESS: Same

Educational Attainment

The percentage of working-age (18-64) adults in a community with at least a two-year degree.

SOURCE:

US Census: American Community Survey - 5-year estimates. See **RESOURCES** tab on the Work ready Communities web site.

WORK READY COMMUNITY: Must be at 25 percent and present a plan to raise this to 32 percent within three years (KY average) and 39 percent within five years (national average).

WORK READY COMMUNITY IN PROGRESS: Must present a plan to be at 25 percent within three years and at 32 percent within five years and 39 percent within seven years.

Soft Skills Measurement

A Certified Work Ready Community must have a program or programs to address work ethic/soft skills development and credentialing for both the secondary school and post secondary adult populations.

SOURCE:

See **RESOURCES** tab on the Work ready Communities web site.

WORK READY COMMUNITY: Must provide evidence of the existence of a program or programs for both secondary and post secondary adults.

The specific design of these programs will be up to local officials, but must meet the following minimum standards:

- provide evidence of employer engagement in the program development process, including representation of the community's most prolific businesses and industries,
- provide evidence that employers recognize achievement of work ethic or soft skills credential in their hiring/advancement processes,
- programs must include measurable goals for annual improvement in the raw number and percentage of workforce credentialed,
- program plans must include a strategy to assure employers of the sustainability of the programs, and
- programs must address, at a minimum, the following topical areas: attendance/punctuality, communication, teamwork, leadership and critical thinking.

If requested, the state will provide examples of programs and credentials created by other communities as models, but it is expected that local areas will develop programs that are responsive to the specific needs and requirements of their target employers or industries.

WORK READY COMMUNITY IN PROGRESS: Must present a plan to achieve the above list within three years.

Kentucky Work Ready Communities

CRITERIA and THRESHOLDS

Availability of Internet as an indicator of digital literacy

SOURCE:
See **RESOURCES** tab on the Work ready Communities web site.

The percentage of households in a community with broadband Internet available. Data must come from www.broadband.gov.

WORK READY COMMUNITY: An urban county must have 4Mbps speeds available to 90 percent of housing units.

A rural county must have 4Mbps speeds available to 90 percent of housing units with the exception of those they can show to be inaccessible (cost prohibitive) by technology other than wireless - where there must be 1.5Mbps speeds available to 90 percent of housing units.

WORK READY COMMUNITY IN PROGRESS: Must present a plan to meet the above goals within three years.

Supplemental Criteria

SOURCE:
See **RESOURCES** tab on the Work ready Communities web site.

Some important measures will be considered by the review panel as supplemental to the primary criteria in your application. It is possible that if your community falls just short in one area, but is very strong in one of the following measures, the panel may make take this into consideration.

OCCUPATIONAL CREDENTIAL ATTAINMENT: Explain in an optional narrative the prevalence of occupational credentials (industry recognized certificates). Sources for this may be employers, community colleges or other. This measure lacks a standard tracking method/standard goal so you should explain your methodology in determining and presenting this measure.

GED ATTAINMENT vs. GED Goal: Complete an optional narrative explaining your community's GED attainment rate as compared to the GED attainment goal. Goals can be found on the Kentucky Adult Education site (<http://www.kyae.ky.gov/>) under the Performance/Accountability tab (GED targets, under the category *County Goals and Targets*).

Kentucky Work Ready Communities

GRADUATION RATE SPECIAL INSTRUCTIONS

1. A graduation rate that is equal to or greater than the annual 2010-2011 reporting goal of 82.32 percent; or
2. A graduation rate that closes the gap between the previous year's graduation rate of a school or district and the graduation rate goal of ninety (90) percent by at least ten (10) percent per year.

NOTE: The criteria for Work Ready Communities is tied to the state goal for graduation, therefore future changes to this regulation will be reflected in the evaluation of this criteria.

Supplementing the Rate

Counties with private, parochial or other non-public high schools issuing recognized diplomas may add these graduation rates to their public school rates at their discretion.

If included, the non-public school raw data corresponding to the variables on the Department of Education-specified equation must be used to generate the total county rate. Counties supplementing their rate using this method should submit a spreadsheet demonstrating their calculations.

Kentucky Work Ready Communities

NARRATIVES/PLANS

Narratives and Plans - Instructions:

1. If your county does NOT meet the 82.32 percent graduation rate, you must complete Narrative 1 in order to apply to be a Work Ready Community in Progress.

Narrative 1: Graduation Rate: (WORK READY COMMUNITY IN PROGRESS) Present a plan to raise the graduation rate to 82.32 percent (state goal) within three years (three pages maximum).

2. All applicants must complete Narrative 2.

Narrative 2: National Career Readiness Certificate Attainment: Present a plan to raise the National Career Readiness Certificate rate to 15 percent of working age (18-64) adults within three years. Plan should include promotional strategies, training availability, and encouraging employer recognition of the certificate (three pages maximum).

3. If your county meets the Educational Attainment rate of 25 percent but is less than 39 percent you must complete Narrative 3.

Narrative 3: Educational Attainment: Present a plan to raise the Educational Attainment rate to 32 percent within 3 years [KY average] and 39 percent within five years [national average] (three pages maximum).

4. If your community does NOT meet the Educational Attainment rate of 25 percent you must complete Narrative 4 in order to apply to be a Work Ready Community in Progress.

Narrative 4: Educational Attainment: (WORK READY COMMUNITY IN PROGRESS) Present a plan to raise the Educational Attainment rate to 25 percent within three years and 32 percent within five years and 39 percent within seven years (three pages maximum).

Kentucky Work Ready Communities

NARRATIVES/PLANS

5. All applicants must complete Narrative 5.

Narrative 5: Soft Skills Program: Discuss your community program or programs to address work ethic/soft skills development and credentialing for both the secondary school and post secondary adult populations. The programs must meet the following minimum standards:

- provide evidence of employer engagement in the program development process, including representation of the county's most prolific businesses and industries,
- provide evidence that employers recognize achievement of work ethic or soft skills credential in their hiring/advancement processes,
- programs must include measurable goals for annual improvement in the raw number and percentage of workforce credentialed,
- plans must include a strategy to assure employers of the sustainability of the programs, and
- programs must address, at a minimum, the following topical areas: attendance/punctuality, communication, teamwork, leadership, and critical thinking.
(four pages maximum)

Communities applying for Work Ready Community in Progress that do not have a program must present a plan to develop one as described above within three years.

6. If your community is a rural county and does not meet the broadband availability rate of 90 percent throughout the county because some areas are not accessible with 4Mbps speeds but you can show that these areas are covered 90 percent by 1.5 Mbps, you must complete Narrative 6.

Narrative 6: Broadband Availability: (rural county) County must have 4Mbps speeds available to 90 percent of housing units with the exception of those they can show to be inaccessible (cost prohibitive) by technology other than wireless - where there must be 1.5Mbps speeds available to 90 percent of housing units. Present data to show that these areas are covered by 1.5Mbps at 90 percent availability (three pages maximum).

7. If your county does not meet the broadband availability goals, you must complete Narrative 7 in order to apply to be a Work Ready Community in Progress.

Narrative 7: Broadband Availability: Must present a plan to meet the broadband availability goals, whether rural or urban, within three years (two pages maximum).

Kentucky Work Ready Communities

NARRATIVES/PLANS

8. If your county is presenting supplemental criteria (either GED, occupational credentials or both), you must complete Narrative 8.

Narrative 8: Supplemental Criteria:

GED: Please show your county GED attainment as compared to county goals (at <http://www.kvae.ky.gov/> under the Performance/Accountability tab - GED targets, under the category *County Goals and Targets*). (two pages maximum)

Occupational Credentials: Please show total numbers of industry-recognized credentials in your county among working age (18-64) population. Be sure to list the type of credential, number of individuals with each credential, sources and show any calculations. Employers and community colleges will be important sources in this effort. (three pages maximum)

Kentucky Work Ready Communities

SAMPLE LETTER OF COMMITMENT

Dear Work Ready Community Steering Committee:

Please consider this letter documentation of our commitment to the Kentucky Work Ready Community Program for [county name]. [organization name] commits to participate in the program, support the program and work to spread the word and to gain participation from others in our community.

In addition to the above, we are willing to participate by:

- Sending a representative to an annual strategic planning retreat for our Work Ready Community effort,
- Attending periodic community meetings to discuss the program with others, and
- Accepting the National Career Readiness Certificate as a valid work readiness credential in our hiring and/or promotions processes (for employers).

Organization: _____

Key Contact Name: _____

Key Contact Title/Role: _____

Key Contact Phone Number: _____

Key Contact Email Address: _____

Address: _____

City: _____ County: _____

Signature _____

FRANKFORT/FRANKLIN COUNTY COMMUNITY EDUCATION
MENTORING PROGRAM FOR MIDDLE SCHOOL STUDENTS
ELKHORN MIDDLE SCHOOL

Program Overview

In the fall of 2012, Kentucky State University, Elkhorn Middle School Resource Center, Frankfort/Franklin County Community Education and the local community are partnering to provide a Mentoring program to Middle School students at Elkhorn Middle School.

The mentoring program will focus on developing skills for academic, emotional and social growth of the students with the most needs. Mentors are positive role models, good listeners, advocates and guides for the students. We will have students from KSU, and members recruited from our local community to provide this mentoring on Tuesdays, from 3:30pm to 4:30pm. The location will be at Elkhorn Middle School, 1060 East Main Street. Mentors and mentees will have a designated meeting within the building.

The selection of mentees will be done by the Family Resource Center staff, and input will be solicited from teachers, guidance counselors, etc. Parent/Guardian permission will be required for participation in the program.

Kentucky State University will recruit students to help with this program, and we will be promoting the program through a marketing campaign, posters, the local paper, community presentations to local organizations, to recruit community members. Applications and a training schedule will be available. All mentors will undergo a background check and fill an application. All volunteers will receive additional training related to working with students in a group and specific information. Mentors make a long-time commitment to meet with the student (at least a school year).

We will have a curriculum in place, so the students have an activity to do every week, but it will be open to change if needed. Most of the interaction is guided by the session structure, which includes time for personal sharing and group activities. The mentoring will begin as a small group mentoring with around 10 students, and we are hoping to have around 4 students and community members, every Tuesday. We are trying to have enough volunteers to have the program every week through the school year.

Another component that we want to bring to the table, is our Lifelong learning classes, we want to incorporate some of our leisure classes to the mentoring program. One day we will have one of our instructors teach a Watercolor class, another a Karate class, or even a session on learning how to play the Guitar, or how to knit a scarf or play chess. Our goal is exposing the students to the arts, crafts, etc., things that they may be difficult to obtain. We want to add activities with a specific focus such as community service or career development.

For the mentor time with youth, group structure and training are all seen as beneficial and meaningful, making a difference on the youth's life.

We will have a coordinator who helps with the recruitment and training, providing ongoing support and supervision to mentors and mentees. There will be a liaison between the school/agency and the mentor

from the businesses, community. An evaluation of the program will be conducted and mentors will be recognized.



**Business & Community
Working Together**

To Build a Better Future
Visit our community at www.frankfortky.info

The Chamber
Frankfort Area Chamber of Commerce

**PLATINUM
MEMBERS**



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**Kentucky Work Ready Community Meeting
Tuesday, August 21, 2012**

AGENDA

Open Meeting

Review of Minutes from July meeting

Review of Work Ready Application

Next Steps

- a. Obtain list of explaining our community's GED attainment rate as compared to the desired GED attainment goal. **Ongoing**
- b. Obtain list and overview of programs that showcase workforce development skills **Ongoing**
- c. Obtain Commitment letters from our local partners
Need: Frankfort Independent Schools
KY State University
- d. Present a plan to raise the National Career Readiness Certificate to 15% of working age (18-64) **Ongoing**
- e. Begin preparations on beginning a Work Ethic Program in 2013 – **Need to set up meeting with Schools & Business/Industry for fall**
- f. Obtain statement regarding Frankfort/Franklin County Broadband capability - **Done**
- g. Assign tasks to committee members to obtain information

Other Discussion

Next Meeting

**BUSINESS
PARTNERS**



**COMMUNITY
PARTNERS**



**EDUCATION
PARTNERS**



**MEDIA
PARTNERS**



Frankfort Plant Board
Cable

The State Journal

Work Ready Community Committee Meeting July 8, 2012 @ Frankfort Chamber office

Carmen Inman opened the July 8th meeting up with self-introductions for committee members.

In attendance: Gina Hagan, Joe Paul, Daryl Smith, Larry Perkins, Charley Preston, Anne Butler, Irma Johnson, Rhonda Wheeler, Brittain Skinner, Fred Goins, Jennifer Wilson, Kim Smith, Myron Moore, Barry Burkett, Ann Northcutt, Mike Rosenstein and Chamber staff Carmen Inman.

Inman, ask Workforce Investment Board Chair Daryl Smith to provided an overview of the Work Ready Program and the National Career Readiness Certificate (NCRC) to those present.

Inman reviewed the required narratives that would be needed from the Educational system. Inman ask Educators present to provide committee members a brief overview of their Workforce programs and then to provide a written document of these programs.

Inman reported the Frankfort Chamber's goal is to have the Frankfort and Franklin County Work Ready Application completed by September 23, 2012 in order to present at the Workforce Investment October 2012 Community meeting.

Inman provided the following information to committee members regarding Frankfort and Franklin County standing on the Work Ready application.

- [Minutes of June 6, 2012 meeting, along with committee member assignments](#)
- [Overview of KY Work Ready Community Program](#)
- [Application Process Summary](#)
- [KY Work Ready Community Common Questions about the program](#)
- [Criteria and Thresholds that will be required to accompany the application](#)
- [Narratives/Plans needed](#)
- [Sample of letter of commitment](#)
- [Mentoring program for Middle School Students from Frankfort/Franklin Co. Community Education.](#)

Inman made a second request that **AREA SCHOOLS PROVIDE INFORMATION** on their current programs to assist with getting our Graduation Rate and Drop Out rate within the national average over the next 3-years. Inman stated the need for a list of current programs and structure of how the programs will affect these numbers. Along with the following educational information requested below and on following pages

Narrative: GED ATTAINMENT vs. GED Goal: Complete an optional narrative explaining your community's GED attainment rate as compared to the GED attainment goal. Goals can be found on the Kentucky Adult Education site (<http://www.kyae.ky.gov/>) under the Performance/Accountability tab (GED targets, under the category County Goals and Targets)

Supplemental Criteria: GED: Please show our counties GED attainment as compared to county goals (at <http://www.kyae.ky.gov/> under the Performance/Accountability tab – GED targets, under the category County Goals and Targets). (two page maximum)

Graduation Rate Franklin County currently at 79.17%
Frankfort Independent Schools current at 83.3%
Needs to be 82.32% in next three years
Need to present a plan to raise the graduation rate to 82.32% within three years (three pages maximum)

Educational Attainment 25% have obtained 2 yr. degree
27.5% for Franklin County
Present a plan to raise the Educational Attainment rate to 32% within 3 years (KY average) and 39% within five years (national averages) (three page maximum)
To become a Work Ready Community in Progress present a plan to raise the Educational Attainment to 25% within three years and 32% within five years and 39% within seven years.

Work Ethic: Inman stated the Frankfort Chamber looked into a Work Ethic Program several years ago, however the program was not implemented for the current school year.

- **Goal** – Develop Work Ethic Program
- **Action Plans**
 - (1) The Chamber has requested and received information from Bowling Green, KY Chamber of Commerce on their Work Ethic Program. **Information has been receive and will be reviewed by Workforce Development Committee.**
 - (2) Work with Workforce Development Committee and schools to establish Work Ethic Program. **August 15, 2012 the Workforce Development Committee meeting**

Narrative Work Ethic: Discuss our community program or programs to address work ethic/soft skills development and credentialing for both the secondary schools and post secondary adult populations. This program must meet the following minimum standards:

- 1). provide evidence of employer engagement in the program development process, including representation of the county's most prolific businesses and industries,
- 2). provide evidence that employers recognize achievement of work ethic or soft skills credential in their hiring/advancement processes,
- 3). programs must include measurable goals for annual improvement in the raw number and percentage of workforce credentialed,
- 4). plans must include a strategy to assure employers of the sustainability of the programs,
- 5). programs must address, at a minimum, the following topical areas: attendance, punctuality, communication, teamwork, leadership, and critical thinking.

Communities applying for Work Ready Community in Progress that do not have a program must present a plan to develop one as described above within three years.

Narrative Broadband Availability: (rural county) County must have 4Mbps speeds available to 90 percent of housing units with the exception of those they can show to be inaccessible (cost prohibitive) by technology other than wireless – where there must be 1.5Mbps speeds available to 90 percent of housing units. Present data to show that these areas are covered by 1.5Mbps at 90 percent availability (three page maximum).

Inman reported that Frankfort and Franklin County must have 90% Broadband Access, currently Frankfort has 93%.



Rene True has provided the Chamber with the Narrative for Broadband in Frankfort.

Narrative OCCUPATIONAL CREDENTIAL ATTAINMENT: Explain in an optional narrative the prevalence of occupational credentials (industry recognized certificates). Sources for this may be employers, community colleges or other. This measure lacks a standard tracking method/standard goal so you should explain your methodology in determining and presenting this measure.

Chamber has requested this information from area manufacturing firms. Will follow up in next few weeks with personal visit/phone call.



PROGRAMS AT THORN HILL EDUCATION CENTER
700 Leslie Avenue, Frankfort

General Educational Development (GED) - Individualized instruction helps adults gain the knowledge necessary to earn their GED. Instructors and tutors work with students in small groups and one-on-one using a variety of teaching strategies, including computer based instruction. Flexible scheduling allows students to work at their own pace.

English as a Second Language (ESL) - Classes allow non-English speakers to learn how to read, write and speak English. Instructors are able to help students regardless of their native language. Classes are in the evenings with free childcare available so learners can take advantage of the opportunity to learn English.

Next Steps Classes - Classes help graduates get prepared to enter the workforce or continue their education at a college or technical school. Subjects covered include how to navigate the application process, apply for financial aid and more. Classes feature guest speakers from businesses and colleges and include trips to visit workplaces and college campuses.

College Prep Classes - Classes help college-bound students study for ACT and SAT tests. Individualized lessons focus on the areas in which students need the most work. Classes also cover how to fill out college and financial aid applications. College Prep Classes are available to students with a GED or high school diploma.

SAT, ACT, COMPASS, ASVAB, PREPARATION – Preparing for your entrance exam will make you a stronger candidate. Start with an assessment test, the Test of Adult Basic Education (TABE) allows you and an instructor to know your strengths and weaknesses in reading, language, and math. An individual study plan will then be created for you. A combination of classes, learning center resources and test study guides will be used to help you prepare for your test.

State funded colleges require the ACT or SAT, while community colleges and technical schools require ACT or COMPASS. Most private schools require the SAT. The U.S. Military requires an ASVAB. We have materials specifically geared toward the tests

Whatever is Needed (WIN) - WIN is a two year program designed to help 16 to 18-year olds attain their GED. WIN provides small classes, tutoring, transportation, counseling, childcare, testing fees, cash incentives and Whatever Is Needed to succeed. WIN students must meet income guidelines to be eligible for the program

Families Learning thru Interaction Program (FLIP) - FLIP is available for young parents who have withdrawn from school. FLIP offers a four part approach to helping these students succeed. 1. Adult Education – Classes help parents attain their GED. 2. Child Education – Children learn through a variety of methods while parents are in class. 3. Parent Time – Parents support each other to learn skills and strategies to help raise their children. 4. Family Time – Families come together to learn better ways to communicate and play together.

Frankfort/Franklin County Community Education

916 East Main Street, Frankfort



FRANKFORT/
FRANKLIN
COUNTY
COMMUNITY
EDUCATION

Frankfort/Franklin County Community Education provides lifelong learning opportunities to full fill the formal and informal educational needs and desires of all age groups in the community, acknowledging that learning is dynamic and changing, occurs in many forms, and is a lifelong requirement for human development.

Frankfort/Franklin County Community Education program is sponsored by Franklin County Public Schools and the Kentucky Department of Education. Franklin/Franklin County Community Education expands the utilization of the school facilities in order for the schools to become the center of learning for the community. FFCCE brings volunteers to the schools for the mentoring and tutoring to the students, and provides linkage with business and industry, community agencies and organizations and individuals to resolve community and school issues.

MENTORING PROGRAM FOR MIDDLE SCHOOL STUDENTS/ELKHORN MIDDLE SCHOOL - In the fall of 2012, Kentucky State University, Elkhorn Middle School Resource Center, Frankfort/Franklin County Community Education and the local community are partnering to provide a Mentoring program to Middle School students at Elkhorn Middle School.

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The Kings Center
202 East Third Street, Frankfort

The Kings Center's mission is to serve the physical, emotional, academic, and spiritual needs of Frankfort/Franklin County children and families by being a caring presence in the community. Three major goals undergird the programs and activities offered by the Center:

- Each young person will receive what he/she needs in order to earn a high school diploma or General Education Development (GED);
- Each young person will receive one-on-one mentoring from a caring adult; and
- Each young person will develop an appreciation for Frankfort and all that the city has to offer.

The Kings Center - City of Angels Program is to make a positive difference in the lives of the children and youth in Frankfort who attend activities at the Kings Center. A one-on-one relationship is developed between a sponsor (either an individual or a group such as a Sunday school class, a church circle, a club, etc.) and a child. The anonymous sponsor, known as a Secret Angel, provides emotional support through monthly correspondence, gifts on special occasions, and spiritual support in the form of daily prayer for the child and his/her family. A person may also participate as a donor. The concept is simple: Helping children know that the Christian community loves them.

An active sponsor, known as a child's "Secret Angel," is asked to:

- Pray each day for the sponsored child
- Send one card a month to encourage the child
- Provide school supplies in August, such as paper, pencils, pens, folders, markers, not to exceed \$20
- Donate \$5 monthly (\$60 yearly) toward expenses such as food/snacks, field trips, and other activities
- Provide a \$20 to \$30 Christmas gift
- Recognize the child on his/her birthday with a card

Capital City Preparatory

502-875-8650

To Better Myself, To Better My Community, To Better My World

Capital City Prep (formerly Wilkinson Street School) is a full participant in the Jobs for Kentucky Graduates Program. We have a class designed for workforce preparation. We use the ILP to design resumes. We collaborate with Commonwealth Credit Union for Interview Skills assessment. The curriculum established by JKG pushes students to develop strong communication, collaboration, and problem solving capabilities. The rest of our academic program is designed primarily to close gaps in students learning and to get them academically prepared to succeed in whatever choices they have after graduation. They take a full complement of high school courses and do work to prepare them for high achievement on the ACT and other state required assessments. We are proud of the work they have done and continue to do, and we have a bevy of trophies from the JKG spring competitions to show that our kids 'get it.'

FCPS

Faculty

Community

Parents

Students

FRANKLIN COUNTY SCHOOL SYSTEM
1100 East Main Street, Frankfort

The Academy - The mission of The Academy Day Treatment Program is to provide and involve at-risk students in a unique, differentiated learning environment with individual treatment options. We will provide students with a multidisciplinary approach to their education that will involve students, their families and community supports. Academic expectations will be high and students will be given multiple opportunities for success. With the inclusion of an Early College program through our regular alternative education, students who show willingness and motivation will be offered introductory college classes. The outcome will be students who are capable of problem solving, show responsible decision making and are career or college ready.

EDCATS- Alternative to suspensions program – EDCATS is an alternative to suspension program for suspended middle and high school students in the Franklin County school system. The mission of EDCATS is to provide a safe, supervised educational placement for students who have violated the district discipline code. The goal of the program is to continue to offer educational services to students while removing them from their home school for the duration of the suspension.

Overview - The majority of students suspended from school are unsupervised during some if not all of the time away from school. The philosophy of the EDC Alternatives to Suspension program is to continue academic services to students in lieu of an out of school suspension. Students placed in the Alternatives to Suspension program are counted as present for that day of school. The Alternatives to Suspension classroom will be staffed by a combination of certified and classified staff (two staff members are recommended for safety and legal concerns). A classroom of 8-10 students and an office area for scheduling will be available. EDCATS is designed for middle and high school students only. Consideration for special education students requiring specially designed instruction is necessary and placement for these students may be limited.

School Administrators may use EDCATS for a variety of offenses or conduct violations. Violations that warrant EDCATS placement include; fighting, defiance, cutting/skipping school, repeated classroom disruptions, threatening and physical aggression. Severe legal violations involving drugs, weapons and public safety (involving students and/or staff) are not eligible for EDCATS.

Automotive Technology

576301Automotive/ Diesel Technology I

2 credit

Grade 9-12

This course will provide the student with a thorough understanding of the design, construction, and operation of automotive units. Safety precautions and safe working practices are stressed along with each unit of this course. Also, youth leadership development is an integral part of this course. The students will receive the fundamentals of the automobile or small truck from bumper-to-bumper. Each student will disassemble and reassemble each unit of the automobile to learn all parts and their function. The course will include shop management, basic troubleshooting, engine repair, fuel and ignition systems, electrical systems, brake systems, manual and automatic transmissions, suspension, and steering. Elective studies in the course will include workplace readiness, basic electricity, computer control systems and diagnosis, climate control, technical writing, basic welding, consumer economics, fundamentals of math, computer fundamentals, precision measurement, and a cooperative education program

The purpose of Automotive Technology I is to provide each student with the basic understanding of design and construction of each automotive system. Students will also gain an understanding of automotive equipment and tools used in today's automotive field. This course will offer the student with a hands-on approach and a basic understanding of today's automobiles. This course will include shop management, basic automotive troubleshooting and repair. This course also includes preventive maintenance of today's automobiles.

576302 Automotive/Diesel Technology II

2 credit

Grade 10-12

This class provides an in-depth understanding of today's automotive systems. Students will disassemble, diagnose and rebuild automotive systems. These systems include: Engines, Automatic Transmissions, Manual Transmissions, Steering and Suspension Systems, Brakes, Electrical/Electronic Systems, Heating and Air Conditioning, Engine Performance. Students will have the opportunity to diagnose and repair vehicles provided by FCCTC. Also, students will have the opportunity to diagnose and repair their personal vehicles, using the latest diagnostic equipment. Students will also receive an opportunity to take ASE exams to certify them as a Student Achiever and receive an ASE certificate. Students will also receive competency certificates in Automotive Technology upon completion of this course. All Automotive Technology classes are Master Certified by ASE and are articulated with Kentucky Tech and other automotive colleges.

576315 Automotive/Diesel Technology III & IV

2-4 credits

Grade 11-12

Automotive Technology will provide the student with a thorough understanding of the design, construction, and operation of automotive units. Safety precautions and safe working practices are stressed along with each unit of this course. Also, youth leadership development is an integral part of this course. The students will receive the fundamentals of the automobile or small truck from bumper-to-bumper. Each student will disassemble and reassemble each unit of the automobile to learn all parts and their function. The course will include shop management, basic troubleshooting, engine repair, fuel and ignition systems, electrical systems, brake systems, manual and automatic transmissions, suspension, and steering. Elective studies in the course will include workplace readiness, basic electricity, computer control systems and diagnosis, climate control, technical writing, basic welding, consumer economics, fundamentals of math, computer fundamentals, precision measurement, and a cooperative education program.

This course is designed to allow students who have completed Auto Technology 1 & 2 to co-op with area automotive repair businesses or to assist the instructor with classes at the CTC.

CO-OP, Work base learning schedules will be determined at Instructor and Principal discretion.

Carpentry

576601 Carpentry I

2credit

Grade 9-12

This course emphasizes the types, grades, and standards of building materials including the types of fasteners and their correct uses. Students will also learn to correctly utilize and maintain commonly used hand and power tools. This course also presents basic applied math, lines, multi-view drawings, symbols, various schematics and diagrams, dimensioning techniques, sectional views, auxiliary views, threads and fasteners, and sketching typical to all shop drawings. Safety in the lab and on the job is stressed.

576602 Carpentry II

2 credit

Grade 10-12

This course will provide a series of lectures, demonstrations, and practice exercises in the study of symbols, views, sections, details, and material lists found on architectural working drawings, building materials, and specifications lists, and construction dimensioning systems and charts/schedules. The student will practice floor framing, layout, and construction of floor frames. Cutting and installing floor and wall framing members according to plans and specifications will also be practiced. Safety in the lab and on the job is stressed.

576610/576612 Carpentry III

2 credits

Grade 11-12

Students will prepare materials; calculate the cost for a building site, and layout a site with a transit, locating property lines and corners. Students calculate the amount of concrete needed for footing and foundation walls and construct different types of foundations and forms. This course will introduce the student to heavy and commercial construction. The student will receive information about rigging, mall forms, vertical piers and columns, grade curb forms, above-grade slab systems, fireproof encasement forms, stair forms, and bridge deck forms. Safety in the lab and on the job is stressed.

576612/576613 Carpentry IV

2 credits

Grade 12

This course covers roof types and combinations of roof types used in the construction industry. The emphasis of the course is on lay-out, cutting and installing ceiling joists, rafters, roof decking, and roof coverings. Safety in the lab and on the job is stressed.

576615 Carpentry Co-Op

2 credits

Grade 12

Co-op provides supervised on-the-job work experience related to the student's educational objectives. Students participating in the Co-op Education program may or may not receive compensation for their work. Safety on the job is stressed. * Any student who will be a senior and has completed three carpentry credits may be eligible for carpentry co-op.

Information and Support Services**OFFERED 2013-14****885710 A+ Computer Hardware/Software**

1 credit

Grade 9-12

Introduces basic computer hardware and operating systems, covering installing, building, upgrading, repairing, configuring, troubleshooting, optimizing, diagnosing and preventive maintenance in the context of the field service or enterprise environment, with additional elements of soft skills and security. This course is appropriate for those who work, or plan to work, as computer technicians in a mobile or corporate environment. Course objectives map closely to the CompTIA A+ Essentials National Examination that validates the basic skills needed by any entry-level computer service technician as well as the CompTIA A+ 220-602 National Examination.

885700 Network + (Networking Core Technologies)

1 credit

Grade 10-12

This class will explain the latest networking technologies as well as to introduce students to the principles and practices of designing, building and maintaining computer networks. Students will be able to examine networking situations and make decisions about improving current designs. This course extends the knowledge of operating systems, the benefits of networking, and types of networks. The physical components of a network are reviewed, including the NIC, types of media, and networking devices that provide Internet connections. The concepts covered in this course include TCP/IP networking, IP addressing, name resolution, and protocols. This program is not locked into vendor specific topics but it is intended to introduce several networking technologies. Topics would include: networking administration and support, media and topologies, protocols and standards, network implementation, and network support. Students will learn how to network computers in a client server network, a peer to peer network, LANs and WANs. They will also learn what types of cabling and connections are desirable in networks. This class will prepare students to earn the nationally recognized CompTIA's Network+ certification, which is highly desired by prospective employers. Students may be responsible for the fee for the certification exams.

713500 Web Site Design (Basic)

1 credit

Grade 9-12

This course is intended to introduce students to basic web design. They will learn how to build a web site using code (HTML) and become familiar with the Adobe Dreamweaver CS4 software environment. Students will create web pages and sites by typing and formatting text, importing graphics, adding links, building tables, using tables and uploading files to a web server. Examples of Web Pages that will be developed: personal, small business, community, travel, and school. They will learn how to manipulate what a page looks like by changing

the code and making adjustments to personalize the pages they create. Students will learn how to manipulate graphics with Adobe Photoshop CS4 and Fireworks CS4 in order to prepare them for web publishing. This course emphasizes web etiquette and proper use of Internet sources, including plagiarism and copyright. Upon completing this course, students will be ready to plan, build, upload and maintain a professional web site. In addition, students will acquire the knowledge to obtain their IC3 certification and the basic framework for preparing for the CIW (Certified Internet Webmaster).

713505 Web Page Development (Advanced)

2 credit

Grade 10-12

885675 Advanced Adobe Apps 1 or 2

2 credit

Grade 9-12

In this project based course, students will explore Flash's drawing, animation and audio capabilities and build interactive content that can be shared over the internet. The course will cover: creating graphics with Flash, animation and motion graphics, adding basic interactivity including: dynamically changing graphics, creating triggered sound effects, navigation through different "scenes", and a basic introduction to programming with Flash's ActionScript. Students will learn how to create interesting motion graphics. They will learn about the aesthetics of design, motion and sound. By constructing user interactive projects, students will be challenged to think in a non linear way. Students will learn to use a combination of logical reasoning (basic programming), critical thinking and artistic creativity. Other Adobe Creative Suite 4 Web Premium products will also be explored during this course.

Engineering Program

597400 Introduction to Engineering Design (IED)

2 credit

Grade 9-12

This class uses curriculum created by *Project Lead The Way* (PLTW), a pre-engineering non-profit organization. The class is entirely project based; students will apply math and science to solve real world problems in and out of the lab. Students enrolled in this class use a problem-solving model to improve existing products and invent new ones. Using sophisticated three-dimensional modeling software, students communicate the details of the products.

520200 Principles of Engineering (POE)

2 credit

Grade 10-12

This *Project Lead The Way* (PLTW) course explores the wide variety of careers in engineering and technology which covers various technology systems and manufacturing processes. Using activities, projects, and problems, students learn firsthand how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people.

597415 Digital Electronics (DE)

1 credit

Grade 11-12

This is the 3rd foundation course in *Project Lead The Way* (PLTW). This course begins with applied logic and Boolean Algebra and continues to the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

OFFERED 2013-14

597410 Computer Integrated Manufacturing (CIM)

2 credits

Grade 11-12

Successful completion of Introduction to Engineering Design (IED), Principles of Engineering (POE), and Digital Electronics (DE)

Health Science

520100 Careers in Healthcare HEA-102

1 credit

Grade 9-12

This course is an orientation to the health care cluster consisting of four career majors: Nursing, Medicine, Dentistry, and Allied Health. It is also designed to develop and enhance an understanding of the roles and responsibilities of each career major area. Communication, study, and leadership skills will be emphasized as the student learns about the health care industry, health care economics, and career opportunities available. Medical Terminology will be integrated throughout the course. Upon successful completion of this course, the student will be able to focus on a career major path and make informed decisions regarding choices for continuing education and/or employment. This course addresses the Kentucky Learner Goals and Academic Expectations, Core Content for Assessment, and includes core components from the National Health Care Skill Standards.

520200 Human Growth and Development HEA 100

½ credit

Grade 10-12

Course focus is the promotion of health through assessment of individuals' growth and development across the life span. The course will focus on gaining knowledge and making decisions for living well. Consideration is given to the family, cultural, environmental, spiritual, and genetic influences when meeting basic human needs.

521305 Medical Terminology HEA 120

½ credit

Grade 11-12

An overview designed of the basic techniques of medical word building is provided. Once these techniques have been developed, they can readily be applied to acquire an extensive medical vocabulary. Emphasis is on basic anatomical, physiological, pathology, diagnostic procedures, and pharmacological terms.

520400 Pharmacy Calculations MAI 170

½ credit

Grade 9-12

This course is designed to provide a review of basic mathematic skills related to dosage calculations, a thorough knowledge of the systems of measurement and conversion, and application skills to perform dosage calculations.

520500 Emergency Procedures/CPR CPR 100 & SFA 100

½ credit

Grade 9-11

Students will also focus on potential emergency situations. It is designed to promote an understanding of standard precautions necessary for personal and professional health maintenance and infection control. Upon successful completion of this course, the student will demonstrate the necessary skills for First Aid and Cardiopulmonary Resuscitation, and will be given the opportunity to take completion examinations as outlined by the sponsoring agency.

521200 Human Anatomy and Physiology HEA 110

1 credit

Grade 11-12

This course is the study of human anatomy, physiology, and pathology. Topics of study include a detailed study of the human body and its systems and their relationship to health and disease. There will be a lab portion to this class where student will perform dissection. THIS COURSE WILL BE IN-DEPTH AND ACCELERATED

521620 Medicaid Nurse Aide MNA-100

2 credits

HS/3 credits BCTC

Grade 11-12

This is a dual credit course through Bluegrass Community and Technical College. There is no tuition fee required to receive college credits. Specific knowledge and skills for students and/or nurse aides to assume the role and responsibility required in long-term care is communicated to the student through lectures, lab, and clinical practice in a long-term care facility. The focus of the course is communication, infection control, safety, residents' rights, and basic nursing skills. This class strictly adheres to the federal guidelines of the Omnibus Budget Reconciliation Act of 1987 (OBRA). Students must meet required classroom hours and clinical hours to participate. With successful completion of this course students will be eligible to complete Kentucky's Nurse Aide Certification Exam **to become a Certified Nursing Aide.** Students will be required to maintain a C average in order to participate in the clinical practicum during the second semester. Attendance is a critical component of this course. Students with poor attendance will be removed from this class after the first semester **Eligible students will participate in the clinical practicum at a local nursing home. They will be responsible for providing care to nursing home residents that will range from turning and repositioning to bathing.**

521510 Post-Secondary Seminar

1-2 credits Grade 12

The student will attend one to two general education courses at a local university or technical school. This opportunity will allow the student to acclimate to college classes while still having access to high school teachers that can tutor and/or advise the student with assignments and study practices. The student will be responsible to pay the post-secondary school tuition (half price **college tuition** or high school students).

521501-03 Health Science Practicum/Work Based Learning /Co-Op

1-3 credits Grade 12

PREREQUISITES: Completion of three courses (with a C average) in the health science career cluster by the completion of the student's junior year and be enrolled in a health science course (not including this class) during both semesters of the senior year. Must be approved by instructor prior to scheduling.

Cooperative Education provides supervised on-the-job work experience related to the students' education objectives. This is a course where students will be able to apply the course materials they have learned to a work based situation. Students participating in the Cooperative Education program may or may not receive compensation for their work, depending on the employer. The job must be in the student's career cluster and must be approved by the instructor. The student will maintain a portfolio and will complete a culminating project at the end of the experience. Termination from the job site will result in a zero for the class and will appear as an F on the student transcript. The student is responsible for applying, interviewing and obtaining an approved position no later than the second week of school. It is highly recommended that the student begin the job search during the summer break.

521530 Healthcare Leadership Development

1 credit Grade 11-12

This course is designed to assist students with developing skills needed to be successful leaders and responsible members of society. The students will develop personal attributes and social skills necessary for a successful transition into the world of work, and/or further education. Emphasis will be placed on team work, problem solving, critical thinking, communication (oral and written), personal development (work ethics), and leadership. It is recommended that the student be a member of the student organization where they will have opportunities to apply the knowledge gained from this course. Students enrolled in this class will be required to join HOSA (Health Occupations Students of America)

Biomedical Science**Principles of the Biomedical Sciences (PBS)**

1 credit Grade 9-12

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students.

Human Body Systems (HBS)

1 credit Grade 10-12

PREREQUISITE: Successful completion of Principles of Biomedical Sciences

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is designed for 10th, 11th or 12th grade students.

Manufacturing and Welding

578801 Welding Technology I

2 credits

Grade 9-12

Students will have the opportunity to master the skill of welding based on the AWS guide lines. Students will engage in the design and fabrication of shop projects, using the latest welding and fabrication equipment, and receive an opportunity to take the AWS certification test, Student Achiever, and receive a welding certificate, and receive competency certificates in welding Technology. Upon completion of this course all welding Technology classes are following the AWS welding guidelines and are articulated with Kentucky Tech and other welding colleges. This course will provide students with an understanding of the design, construction, and operation of welding units. Safety precautions and safe working practices are stressed along with each unit of this course. Youth leadership development is an integral part of the course. Students receive the fundamentals of the welding, cutting, and blueprints. Student will disassemble and reassemble each unit of the welding to learn all parts and their function. Course will include shop management, basic troubleshooting, OFC, SMAW, GMAW, GTAW, FCAW and Welding symbols & blueprint reading. Elective studies in the course include workplace readiness, basic electricity, computer control systems, diagnosis, climate control, technical writing, basic welding, consumer economics, fundamentals of math, computer fundamentals, precision measurement.

578802 Welding Technology II

2 credits

Grade 10-12

Students will have the opportunity to master the skill of welding based on the AWS guide lines. Students will engage in the design and fabrication of shop projects, using the latest welding and fabrication equipment, and receive an opportunity to take the AWS certification test, Student Achiever, and receive a welding certificate, and receive competency certificates in welding Technology. Upon completion of this course all welding Technology classes are following the AWS welding guidelines and are articulated with Kentucky Tech and other welding colleges.

The purpose of the welding Technology course is to provide student with a thorough understanding of the design, construction, and operation of welding units. Safety precautions and safe working practices are stressed along with each unit of this course. Also, youth leadership development is an integral part of this course. The course will include shop management, basic troubleshooting, OFC, SMAW, GMAW, GTAW, FCAW and Welding symbols & blueprint reading. Elective studies in the course will include workplace readiness, basic electricity, computer control systems and diagnosis, climate control, technical writing, basic welding, consumer economics, fundamentals of math, computer fundamentals, precision measurement, and a cooperative.

578806 Welding Technology III

2 credits

Grade 11-12

Students will learn the skill of welding based on the AWS guide lines and engage in the design and fabrication of shop projects, using the latest welding and fabrication equipment. Students will also receive an opportunity to take the AWS certification test, Student Achiever, and receive a welding certificate. Students will also receive competency certificates in welding Technology. Upon completion of this course. All welding Technology classes are following the AWS welding guidelines and are articulated with Kentucky Tech and other welding colleges. The purpose of the welding Technology course is to provide the student with a thorough understanding of the design, construction, and operation of welding units. Safety precautions and safe working practices are stressed along with each unit of this course. Also, youth leadership development is an integral part of this course. The students will receive the fundamentals of the welding, cutting, and blueprints. Each student will disassemble and reassemble each unit of the welding to learn all parts and their function. The course will include shop management, basic troubleshooting, OFC, SMAW, GMAW, GTAW, FCAW and Welding symbols & blueprint reading. Elective studies in the course will include workplace readiness, basic electricity, computer control systems and diagnosis, climate control, technical writing, basic welding, consumer economics, fundamentals of math, computer fundamentals, precision measurement, and a cooperative education program.

578807 Welding Technology IV

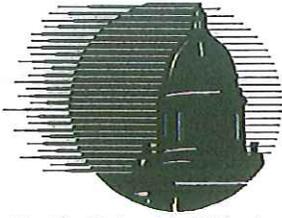
2 credits

Grade

12

Students will master the skill of welding based on the AWS guide lines. Opportunities for advancement similar to Welding Technology III but more elaborate projects requiring mastery and independent skills.

Note: Co-op and practicum will be provided upon request starting the second semester.



Frankfort High School Shelby Street, Frankfort

Frankfort Independent Schools

College and Career Readiness Math Grade Level: 12 – This course is for students who need additional time and support to complete the mathematics requirements for graduation or who may not have attained the mathematics benchmark ACT score, set by the Council on Postsecondary Education. This course could serve as a mathematics elective for high school graduation.

College and Career Readiness English Grade Level: 12 - This course is for students who need additional time and support or who may not have attained the benchmark ACT score in English/Language Arts.

Community Problem Solving Grade Level: 11-12 - This course is an active learning, project-based course for the energetic student who wishes to explore community issues through the development of advanced inquiry, problem-solving, and critical thinking skills. The course is built around major individual or group projects which propose action-based approaches to real community issues. Opportunities for state and international competition exist.

Money Skills – Grade Level 10-12 - This course is designed to provide students with math concepts needed in developing sound money management skills which will help to improve the quality of life for individuals and their families. This course can count as a fourth math credit.

Child Development - This course provides training for entry-level positions in day care centers, nurseries, kindergartens, and private homes. Students study careers in child development, child development and guidance, children's health and well being in group care, value of play, teach strategies and management, and curriculum development. The subject content is reinforced with work experience in a variety of childcare establishments

Leadership Dynamics Grade Level: 9-12 - This course is designed to assist students with developing skills needed to be successful leader and responsible members of society. The student will develop personal attributes and social skills. Emphasis will be placed on interpersonal skills, team building, communication, personal development and leadership.

Child and Human Development - This course addresses the practical problems related to understanding the types and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, meeting the needs of exceptional children, promoting optimum growth and development in the infancy, toddler, and preschool stages. Career is also explored.

College Courses---DUAL CREDIT (college/HS) COURSE - Many students have the opportunity to go off campus to KSU, Anderson or Central Technical College, Midway College, Sullivan University or Georgetown College to take courses. A course may count as a dual credit course if we do NOT offer the course and it is part of a student's Individual Graduation Plan---Career Plan. Refer to our Board of Education Policy for more information.

Aviation Program -

Freshmen - Introduction to Aerospace. Each 9 weeks/quarter will be a different emphasis (flight, aircraft maintenance, engineering, and space systems)

Sophomore - Aviation Science I (Aeroscholars/Simulation). This course will focus on flight and aircraft operations.

Junior - Aviation Science II. This course will be a combination of Aeroscholars and Jeppesen curriculum. The goal is to pass the FAA Private Pilot Written.

Senior – Dual Credit in area of choice (flight, aircraft maintenance, engineering, or space systems)

Grade	Aeronautical Engineering	Astronautical Engineering	Aircraft Maintenance	Flight and Aeronautics	Aviation Management and Operations
9	Introduction to Aerospace	Introduction to Aerospace	Introduction to Aerospace	Introduction to Aerospace	Introduction to Aerospace
10	Intro to Engineering Design (18 wks) Principles of Engineering (18 wks)	Aviation Science I (18 wks) Introduction to Space Systems (18 wks)	Aviation Science I	Aviation Science I	Aviation Science I
11	Aviation Science I (18 wks) Aviation Science II (18 wks)	Aviation Science II	Aviation Science II	Aviation Science II	Aviation Science II
12	Fundamentals of Aeronautical Engineering (3 Hours Credit by Examination in Engineering)	SSE 100 Satellites and Space Systems I SSE 122 Satellites and Space Systems II (6 Hours Dual Credit from Morehead State University)	Aircraft Maintenance Fundamentals (3 Hours Dual Credit from Jefferson Community and Technical College)	Senior Topics in Commercial Aviation (9 hours Articulated Credit from EKU)	Management and Leadership in Aerospace (6 hours Dual Credit from Embry Riddle Aeronautical University)

IT Pathway - Students learn to educate users as well as solve hardware or software operation and application problems. They learn to solve the problems users face in daily operation other skills include listening carefully and ask the appropriate questions to gather needed information and then take steps to solve the problem. Students learn to work help desk and walking users through the steps required to solve a problem over the telephone. They may also work with hardware and software installation and configuration.

*Freshmen - Computer Applications and IC3 (Certification)

* Sophomore - Computer Support Essentials Comptia A+ (Certification)

* Junior - Comptia Network + (full year and a Certification)

* Senior - Helpdesk Support (full year and a Certification)

Family and Consumer Management and Early Childhood Education Career Pathways

Grade	Family and Consumer Management	Early Childhood Education
9	FACS Life Skills	FACS Life Skills
10	Leadership Dynamics	Child/Human Development
11	Money Skills for Math	Child Development Services I
12	Foods and Nutrition	Child Development Services II

Frankfort Science Academy - The vision of FSA is to produce the next generation of scientists who will stand on the shoulders of the giants before them and continue the great discoveries that will improve the human condition. The purpose is to provide a rigorous, relevant, and real curriculum for students interested in scientific fields of study at the college level in order to prepare them for the realities of college rigor and future career expectations

Pathway Courses and FSA Courses

Design and Problem solving are required courses for pathways, plus two additional courses.

Design Principles

Design Principles is a foundational course in which students will develop understanding of what is necessary to develop an idea on "paper". Many future courses will require students to develop and produce products for testing and performing tasks. This course will provide students with exposure to computerized software that will aid in that development and instruct them on the "basics" of designing from thought a viable entity that can be produced. We will "think it" and "design it". Topics Include: Drafting Skills, Construction Geometry, 2D & 3D Modeling, Dimensioning, Tolerances, Modeling and rendering, and Presenting and Documenting.

Problem Solving in Science and Engineering

Students are given situations in which they must use what they know to work their way through to a solution. The course is designed to identify weaknesses in mathematical thought and application, Scientific Method, and experimental design. Once weakness are identified, specific instruction is given to strengthen those areas and an activity is developed in which students must apply that content in a new and unique fashion. This will be an intense, cooperative group course where much will be expected from the participants. All solutions will be explained in detail and presented to a panel for final evaluation. Topics Include: Dimensional analysis, Properties in mathematics, Factoring (both integers and polynomials), Experimental Design, Methods of measurement, Critiquing Work, Presenting work.

Project Based Engineering- Independent study

Students develop a concept from conception to completion utilizing the principles they have developed from preceding and concurrent course work. The project needs to be approved prior to onset of the course's beginning. Some of the requirements are as follows: Proposal of project including timeline, estimated expenditures, and expected findings. Journal of recording progress throughout process. Drafts and corrections. Discoveries of note for future consideration and investigation. Successful development of product. Project presentation. Peer review. Professional review.

Thermodynamics

Students study the laws of thermodynamics and relate them specifically to mechanical principles. Cyclic processes as involved in heat engines will be the primary focus of study as students work with gas laws, heat equations, and learn the processes involved in work done to and by a gas. Students will need to integrate their understanding of chemistry with their working knowledge of physics and design principles. Topics Include: Enthalpy, Entropy, Ideal gas law, Work, PV diagrams, Engines, Efficiency, Application.

Statics

Students apply their knowledge kinematics and kinetics to the behavior of rigid bodies under stress. Principles from mathematics (Calculus concepts will be taught and used) will be applied in real applications to determine the parameters and limits of materials strengths and behaviors under specific conditions. This is a high level, high demand course designed to differentiate students that will be successful in many engineering curricula.

Topics Include: Basic mechanics, Free Body Diagrams, Equilibrium, Trusses and frames, Tension and shear.

Dynamics

Students study fluid behavior and how it affects the behavior of structures and determines an objects path. This course relies heavily on 2nd semester calculus topics based on integration. Student investigations will require computer simulation knowledge as they investigate real world objects behavior in real world situations

Topics Include: Hydrostatics, Dynamics in one direction, Particles in space (Inertial frames of reference), Straight line motion, Circular motion.

Grade	Biomedical Science	Science and Engineering
9	Medical Interventions Microbiology	Design Principles (semester) Problem Solving in Science and Engineering (semester)
10	Medical Science Biochemistry	Design Principles (semester) Problem Solving in Science and Engineering (semester) Thermodynamics (semester)
11	Genetics AP Biology	Thermodynamics(semester) Statics (semester) AP Physics (year long) AP Calculus (year long) Project Based Engineering (year long)
12	Human Body Systems (Anatomy and Physiology) Forensics	Thermodynamics(semester) Statics (semester) AP Physics (year long) AP Calculus (year long) Dynamics Project Based Engineering (year long)



Building on the legacy of the mighty Thoroughbred mascot, KSU CAFSSS sponsors the **Creating Opportunities for Leadership, Transformation and Scholarship (COLTS)** youth development initiative to provide youth, ages 10-18, with a system through which they may learn the skills and develop the motivation to become leaders who will address local to global challenges and provide solutions for a better tomorrow. Through our programs, a non-traditional approach to workforce development is provided by training students in the basics of applied research and public service. Students work in laboratories, the video production studio, the classroom, on farms, at the environmental education center and many other locations. Students prepare research reports, project reports, business plans, even television commercials, and PowerPoint presentations. Therefore, students who participate in one or more of our COLTS programs have the skills to later work in an office environment, lab environment, in the field and in the classroom. They also go on to become teachers, scientists, specialists, engineers, and other professionals who will work to solve national and worldwide problems and make the future brighter for all.

The Research and Extension Apprenticeship Program (REAP) and AgDiscovery Program provide direct opportunities for experiential learning. Students work side-by-side with professionals to conduct research or deliver Extension programs on pre-assigned topics including, but not limited to Agriculture, Aquaculture, Human Nutrition, Water Quality, Economic Development, and Animal Science

Green2Gold –the Green2Gold program is designed to provide KY State University students with the knowledge and real-life experiences of working within the Frankfort/Franklin County community. The Green2Gold program offers students the opportunity to learn from businesses in their fields of study. We believe the Green2Gold program will assist our students in their workforce endeavors by allowing them the opportunity to mentor under current business leaders, learn work ethic skills, and provide them with real-life working experiences.

Kentucky State University Youth Entrepreneurship Program: YEP is a one-week residential program conducted on the Kentucky State University campus which provides students with opportunities to use their imagination to create their own job, earn money, and give back to their community. The program includes site visits to innovative businesses, meetings with entrepreneurs, opportunities to try new things, and a fast-paced week of learning. At the end of the program, participants leave with a business plan for starting their own business - and the confidence to implement that plan.



YEP participants select the recipients for the following awards which are presented at the Closing Ceremony: *Best Team Plan and Presentation*, *Best Team Commercial*, and *Most Likely to Become an Entrepreneur*.

Program Content: YEP participants work in teams to develop a business plan and have the opportunity to write and create a 30-second commercial for their business, service, or product. Each member of the team receives a DVD of all team commercials and business plan presentations. Evening activities include recreational activities such as swimming, basketball, and movies, as well as time to work on team business plans and presentations.

Program Eligibility: Students entering the 10th, 11th, or 12th grade who have a sincere interest in owning and managing their own business. Previous YEP participants are eligible to apply for a second time (i.e., if you participated as a rising sophomore, you can also apply as a rising junior or senior).

Please Note: *Not all qualified applicants will be admitted due to space constraints.

Kentucky State University AgDiscovery Program - AgDiscovery (AgD) Program is a two-week, residential program targeting diverse students from limited-resource communities who are interested in careers in animal science and veterinary medicine.

The USDA's Animal and Plant Health Inspection Service (APHIS) partners with various universities and colleges to deliver the AgDiscovery program at locations throughout the country. Each university's program focuses on a

specific area of interest to our Nation's agriculture - such as plant health, entomology, veterinary science, animal care, biotechnology, and agribusiness.

Program Content: The curriculum is designed to introduce animal science and veterinary medicine through structured educational activities. Students selected to participate in AgD will have hands-on experiences through lab and research projects, workshops, and site visits, **including animal dissections and autopsies.**

AgD participants receive assistance in techniques that will improve skills on standardized exams, such as the ACT, and will also participate in a variety of character- and team-building activities, which require the use of math, science and technology.

Recreational activities are integrated into the program to promote physical health and wellness, and to enhance interpersonal skills among the students.

Program Eligibility: Applicants must be a middle or high school student, not younger than 14 and not older than 17 by May 31st of the program year. Applicants should also have a strong and sincere interest in animal science and veterinary medicine.

Kentucky State University Research and Extension Apprenticeship Program (REAP) - The **Research and Extension Apprenticeship Program (REAP)** is a five-week, residential, premier program included in KSU's youth development initiative, Creating Opportunities for Leadership, Transportation, and Scholarship (COLTS). The mission of REAP is to introduce students entering grades 9-12 to the fields of agriculture, aquaculture, nutritional, environmental sciences and extension through in depth, hands-on research, extension and public service projects. Students work with KSU principal investigators and researchers to complete a significant and scientifically relevant project by the program's conclusion.

REAP prepares students that may have an interest in pursuing careers in science and extension occupations by sowing seeds of curiosity, confronting them with learning processes to aid in high school success, and by preparing them for a successful professional future through leadership development. Students will have the opportunity to focus on projects that demonstrate beetle diversity within the state of Kentucky, the decrease in the population of honeybees and its impact on the environment, largemouth bass production, color variability in ornamental carp, small farm management, weight loss and obesity through human nutrition, computer sciences, and the use of audio-visual techniques.

Students actively participate in a variety of exercises and classes that educate them in the areas of mathematics, sciences, English, computer technology, and other activities as they relate to careers in research and extension. Students present their summer findings in the form of a professional paper and oral presentation. In addition to a variety of fun and engaging classes, students have the opportunity to meet professionals with the Kentucky Department of Fish & Wildlife, the United States Department of Agriculture (USDA), veterinary sciences, health professions, farming, producers, and teaching occupations. These experiences encourage a productive and fulfilling educational and professional future.

Through this five-week residential program, students experience a taste of college life while they live in the university dorms, use university research facilities, dine at the KSU cafeteria, and explore the wealth of services available to students. It is our goal that students will have a better insight into college choices and career paths, and will be empowered to take charge of a successful future as the transformed leaders of tomorrow!

Kentucky State University Summer Transportation Institute - The Kentucky State University Summer Transportation Institute (STI) is a four-week residential program that allows students to explore today's top transportation industries. STI is designed to increase awareness of transportation (land, water, air) career opportunities at the secondary education level in order to encourage students to choose a career in this field. **Program Content:** The STI curriculum includes hands-on lessons in building bridges, use of simulation software, competitive group activities and group presentations. Field trips to various divisions within the Kentucky Transportation Cabinet offer STI participants the opportunity to speak with professionals involved in highway design, planning and construction, and to learn the many devices and methods used to manage transportation

systems. Students are introduced to the social, economic, and environmental impact of transportation, and the linkage of one transportation system to another.

STI participants receive assistance in techniques that will improve math, writing, and reading skills on standardized exams such as the ACT. Health and fitness activities are integrated into the curriculum to promote physical health and wellness and enhance the interpersonal and team-building skills.

Program Eligibility: Students entering the 9th or 10th grade, with a cumulative GPA of 2.5 on a 4.0 scale, and completion of Pre-Algebra (or be qualified to enroll in Pre-Algebra).

Kentucky State University Pathways and Access to Careers in Technology (PACT) – The PACT began in July of 2006 and was created by the Land Grant Program. Funding is now provided by KSU's newly formed College of Agriculture, Food Science and Sustainable Systems. PACT was developed to motivate middle school students to pursue careers in technology, science, mathematics, and related fields of study. The program is centered upon a Problem-Based Learning Curriculum¹ that encourages critical thinking and enhances interdisciplinary knowledge and skills. PACT participants are selected from a statewide pool of applicants for this scholarship-based, one-week, residential program.

Applicant Requirements

- Successful completion of 5th, 6th, or 7th grade by June 2012
- Completed Application (received or postmarked by posted deadline)
- Essay (200-250 words, typed, double-spaced, responding to the appropriate question listed below)
 - **New Applicants:** Think about the job/career you want when you're an adult. Why are you interested in this career and how does your career goal relate to technology?
 - **Previous Applicants:** Think about your prior experience with PACT and how it has encouraged or discouraged you regarding science and math curriculum. How are you applying science and math skills to your daily routine?
- 2011-2012 Report Card or Progress Report

Admittance to PACT is competitive and focuses on academic achievement, writing fluency, and classroom etiquette as reported by citizenship marks on student report cards. Not all qualified applicants will be admitted due to space constraints.

Program Goals and Objectives

- Participants will gain exposure to career opportunities related to technology within the areas of science and math.
- Participants will increase confidence levels in their ability to master concepts in science, math, and technology.
- Participants will benefit from hands-on experience with tools commonly used in math, science and technological fields.
- Participants will visit regional sites that use high-functioning technology in the areas of math and science.
- Participants will interact with local and regional professionals with expertise in science, technology, mathematics, and more

Program Format

Participants are in groups according to grade level. Each level is independent and participates in workshops and activities with grade-appropriate materials and content. The workshops have been either selected or created in alignment with benchmarks² defined by the Commonwealth's State Department of Education. Students are expected to have average to above average grade level competency in math, science, computer literacy, and language arts to successfully participate in PACT workshops and activities.

Teaching Staff and Counselors

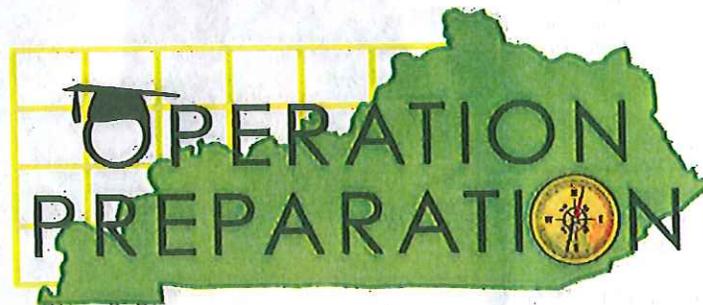
PACT instructors have been selected from across the nation and include educators who work full-time during the academic year. They are assisted by counselors who are current KSU students majoring in science, math, computer science, or education. The purpose of such a staff is to surround PACT participants with caring adults who are knowledgeable about the subject area and enthusiastic about education. All staff submits to an in-depth interview with COLTS Program Directors and must have a satisfactory background check.

- Mandatory Staff Training
 - Team building activities
 - Understanding the child: Maslow's Hierarchy of Needs, Erikson's Physiological-Social Theory, Basic Needs of the Teenager
 - Professionalism
 - Effective Communication Strategies
 - Conflict Resolution and Management- What to Avoid
 - Administrative Issues
- CPR and First Aid conducted by Red Cross, Franklin County Chapter
 - Adult CPR
 - Child CPR
 - First Aid



OPERATION PREPARATION COMING MARCH 2012

COMMUNITY SUPPORT + PREPARED STUDENTS = COLLEGE/CAREER SUCCESS



what? A community-based, student advising week focused on college/career readiness. Operation Preparation is a powerful opportunity for schools, students, parents and communities to collaborate in effective advising for Kentucky middle and high school students to help them focus on the importance of planning for college and/or a career. A joint effort of the Kentucky Department of Education and the Department of Workforce Development, Operation Preparation has the potential to reach more than 100,000 statewide.

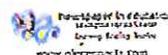
why? To inform and inspire students as they move along the path to college/career readiness. You may be thinking, "Isn't this the job of a school counselor?" Unfortunately, with a statewide student-to-counselor ratio of about 450:1, many school counselors are overloaded with the number of students they need to reach. Operation Preparation gives parents and community members a chance to partner with their local schools in support of Kentucky's goal to increase the college/career-readiness of students. It will help students maximize their educational opportunities in high school and also provide them with the opportunity to hear about the importance of college/career planning and readiness from an unbiased adult—someone other than a parent or teacher.

who? 8th- and 10th-grade students. These are pivotal years in the college/career planning process. In 8th grade, all Kentucky public school students take the EXPLORE high school readiness exam which is designed to help 8th graders explore a broad range of options for their future as they prepare for high school and beyond. In 10th grade, Kentucky students take the PLAN assessment, which helps build a solid foundation for future academic and career success. The exam assesses the same subjects as EXPLORE (English, mathematics, reading and science) and is a predictor of success on the ACT exam that all students take in spring of their junior year in high school.

when? March 12-16, 2012. It will be up to each middle and high school to determine whether to participate in Operation Preparation and how it wishes to structure the program to meet the needs of its students and the local community. Look for Operation Preparation to become an annual event.

where? Your local school district. Contact the school district office in your community to find out which schools in your area are participating in Operation Preparation and let them know you'd like to help. All advising sessions will take place at the school in a public setting.

For more info, visit www.operationpreparation.com



How can you get involved in Operation Preparation?

Support your child's participation

Be a Volunteer.

Parents play a critical role in the advising process and in ensuring that their student graduates from high school college/career ready. As a parent, you can support the middle and high schools in your district and their students by volunteering to be a community advisor. Your participation could make the difference in the life of a child.

Talk with your child.

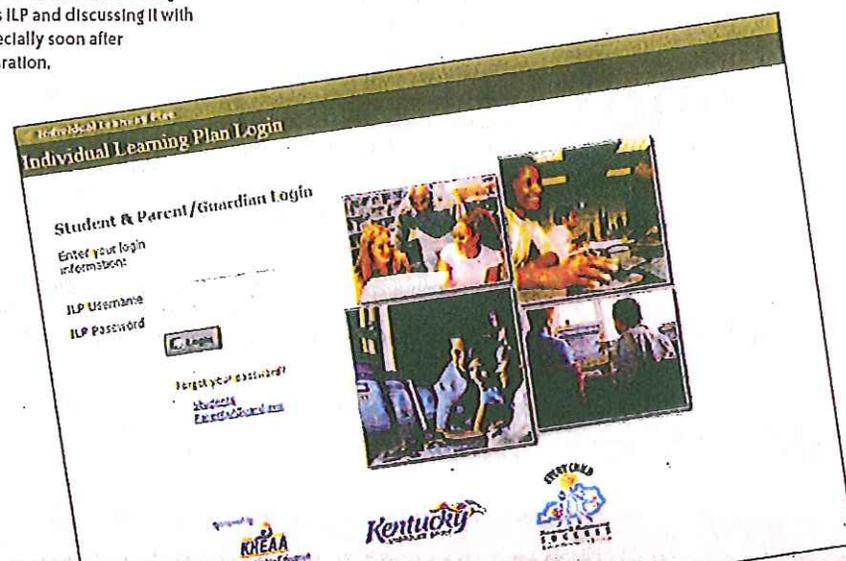
If you are the parent of an 8th- or 10th-grade student, you can support and encourage your child's participation in Operation Preparation. One-on-one advising can be a powerful tool and a valuable experience for the student and should help them maximize their education and preparation for the future.

Get to Know the ILP.

If you have a middle or high school student, help them in the development of their Individual Learning Plan -- an online tool designed to allow students to explore careers, track coursework and activities, and search for postsecondary options. It is mandatory for students in grades 6-12 and parents are required to sign off on a student's Individual Learning Plan each year. Log-in credentials are available from your child's school. Spend some time looking over your child's ILP and discussing it with him or her -- especially soon after Operation Preparation.



Parent Crisi Hawkins talks with her daughter Holey about what courses the 8th grader plans to take in high school. The Jessie Clark Middle School student is already preparing academically for college and eventually to become a nurse practitioner. Photo by Amy Wallot, Kentucky Department of Education.



Individual Learning Plan for Kentucky students
<https://www.careercruising.com/ilp>

Be a community volunteer

Community volunteers who care about students' and Kentucky's future are the heart of Operation Preparation. Ensuring our students are college/career-ready will benefit us all.

Community volunteers can be:

- school/district personnel
- School-Based Decision Making Council (SBDM) members
- PTA members
- college/university employees
- local business people
- elected officials and government employees
- retirees
- parents
- community members concerned about Kentucky's and our children's future

Each school/partner will recruit its volunteer community advisors. Each volunteer is encouraged to advise more than one child; however, each session should be individualized for the student.

As a volunteer, you will be required to do three simple things:

Complete a 30-minute online training session.

To be completed prior to the advising session, this training will familiarize you with the components of the student Individual Learning Plan, EXPLORE (8th grade) or PLAN (10th grade) results, what they mean in relation to college/career readiness, and whether the student is on target to meet his or her current postsecondary education/job goals.

Sign a non-disclosure form.

In accordance with the federal Family Educational Rights and Privacy Act (FERPA), you will sign a form agreeing not to disclose student-specific information. As a volunteer, you may be subject to a background check and may need to sign an Acceptable Use Policy, agreeing to the



Campbell County Middle School student Zania Rogers talks with Jennifer Fritsch, executive producer for Q102 radio in Cincinnati about career goals. Fritsch has volunteered to advise and mentor the 8th grader as part of Operation Preparation. Photo by Amy Wallot, Kentucky Department of Education

proper and appropriate use of any school/district technology. In many districts these requirements are standard operating procedure for school volunteers, based on local board of education policy.

Meet with a student.

After completing training, community advisors will be assigned a mutually agreed-upon time during the week of March 12-16, 2012 to meet with a student one-on-one at school for about 20 minutes to offer guidance to help the student prepare for a successful future in high school and beyond. On the scheduled day, you will check in at the school office, be given your student's data and shown where the advising session will take place.

During the advising session, you will use the student's Individual Learning Plan or ILP (including career interest inventory

and EXPLORE/PLAN results) to discuss the student's:

- career aspirations, required education/training and workforce skills
- whether the student is on target to meet his or her goals
- whether the student is taking the courses recommended to prepare him or her for a successful future

The meeting is designed to provide both information and inspiration for the student to achieve college/career-readiness. Once the advising session is over, you will return any student data to the office before signing out.



James Hardin, career and technical education coordinator for Fayette County Schools, and Tales Creek High School sophomore Devin Halston discuss college plans as part of Operation Preparation. Photo by Amy Wallot, Kentucky Department of Education.

Work Ready Community Committee

Date of Meeting Aug. 21 2012

Representative Name	Company Name	Address	Phone	Email Address
Gina Hawks	Education FCPS-Community	100 Doctor's Dr. 321 W Main Frankfort, Ky.	875-840x1157 502-875-8751	Gina.Hawks@Franklin.kyschools.w
Ann Arnold	Franklin Co.	100 Moore Drive Frankfort, KY 40601	502-564-5597	ann.arnold@FranklinCo.ky.gov
Mary R Moore	KEEL	164 Opportunity Way N-121 Lexington, KY 40511	859/246-6788	mrmoores@keel.org
Farm Hatcher	Bluegrass & Technical Community College (BCTC)	400 E. Main St. Frankfort, KY 40601	502-597-8845	farm.hatcher@kctcs.edu
Irena Johnson	Kentucky State Univ	315 W. Second St	502-370-2386	irena.johnson@kysu.edu
Sally Wilder	City of Frankfort	916 E. Main St.	695-6700	sally.wilder@gmail.com
Chrissy Jones	Franklin County Auditors	700 Leslie Ave. Frankfort, KY 40601	875-1481	Chrissy.jones@Franklin.ky.gov
Berry Barketff	Thorn Hill Ed. Center	641 Tabor Frankfort, KY 40601	226-6100	berry.barketff@thornhill.ky.gov
Chris Hill	Frankfort Clerk	NY 40601		chris.hill@clerk.com

Work Ready Community Committee

Date of Meeting _____

Representative Name	Company Name	Address	Phone	Email Address
Randy Donahoe	City of Frankfort	315 West 2 nd St 40601	(502) 875-8500	rdonahoe@frankfort.ky.gov
Larry B. Perkins	Franklin Co MAGISTRATE	520 WRIGHT ST FRANKFORT	(502) 320-1802	LarryB.Perkins@Bellsouth.com
Rich CRONE	FRANKFORD SCHOOLS	506 W. 2ND ST.	502.803.5721	RICH.CRONE@FRANKFORD.KYSCHOOLS.U
Kim Smith	KUC	109 Consumer Lane	508-226-5011	Kimsmith@kycapitaldevelopment.com
Jeanne Dewers	O.ET	1000 W. Main St Ste Georgetown, KY 40324	502-863-2402	Jeanne@Dewers@ky.gov
Carron Shaw	Frankfort Chamber			

Work Ready Community Committee Meeting August 21 @ Frankfort Chamber office

Carmen Inman opened the August 21st meeting up with self-introductions for committee members.

In attendance: Gina Hagan, Ann Northcutt, Myron Moore, Pam Hatcher, Irma Johnson, Sellus Wilder, Chrissy Jones, Barry Burkett, Chris Hill, Randy Donahue, Larry Perkins, Rich Crowe, Kim Smith, Jeanne Devers, Mike Rosenstein and Barry Burkett arrived late and did not sign in. Chamber staff: Carmen Inman

Chamber Director Inman updated those present on the status of the Work Ready Project Educational information that has been received. Inman stated she had learned a great deal about what is available in our schools through this process and is now promoting KY State University programs when meeting with Middle and High School counselors and teachers.

Inman also provided the following information to committee members regarding Frankfort and Franklin County standing on the Work Ready application.

- **Minutes of July 18, 2012 meeting, along with committee member assignments**
- **Overview of KY Work Ready Community Program**
- **Application Process Summary**
- **KY Work Ready Community Common Questions about the program**
- **Criteria and Thresholds that will be required to accompany the application**
- **Narratives/Plans needed**
- **Sample of letter of commitment**
- **Mentoring program for Middle School Students from Frankfort/Franklin Co. Community Education.**

Inman reviewed current programs within the schools that assist with building workforce development and soft skills. Inman stated she is still waiting on several program outlines.

Barry Burkett, with Thorn Hill Education Center asked school superintendents present how the Graduation Rate is determined. Each stated determination will change in the next few years and currently 2011 rates had posted and several schools showed improvements over last year. Burkett provided Thorn Hill's information on goals and attainment for the school

	FY 09	FY 10	FY 11	FY 12	FY 13
Goal	92	100	104	94	99
Attainment	115	145	111	118	

Burkett also stated FCAE is in the top 10% of all AE programs in KY: no. 11 out of 120. Inman asked that Mr. Burkett work on the educational portion of information needed for the Work Ready application. Mr. Burkett graciously agreed to assist on this project.

Graduation Rate Franklin County currently at 79.17%
Frankfort Independent School current at 83.3%
Needs to be 82.32% in next three years

Need to present a plan to raise the graduation rate to 82.32% within three years (three pages maximum)

THORN HILL EDUCATION CENTER

Educational Attainment 25% have obtained 2 yr. degree
27.5% for Franklin County

Present a plan to raise the Educational Attainment rate to 32% within 3 years (KY average) and 39% within five years (national averages) (three page maximum)

To become a Work Ready Community in Progress present a plan to raise the Educational Attainment to 25% within three years and 32% within five years and 39% within seven years. Frankfort is on target for Educational Attainment at this time. The Chamber will continue to work with Thorn Hill, Kentucky State University and Post-secondary education to determine next steps.

Work Ethic: Inman reported the Frankfort Chamber will be working on a Work Ethic Program or a similar program that will assist in building soft skills for employee/employer needs in the fall. Inman stated the need for business/industry and school input on this project.

- **Goal** – Develop Work Ethic Program
- **Action Plans**
 - (1) The Chamber has information has been received and will be reviewed by Workforce Development Committee.
 - (2) Work with Workforce Development Committee, business/industry and schools to acquire this program.

National Career Readiness Certificate – Inman and Burkett updated committee members on this program and how the certificate can be of benefit to their companies. Inman reported Frankfort currently has 215; however we need 15% of 31,789 (working population 18-64) to qualify.

- **Goal** – plan to meet w/in next 3 years to have 4,768
- **Action Plans:** Work with local employers, manufacturing, adult education
 - (1) Daryl Smith, chairperson for WAI spoke in August to Chamber membership about the Work Ready program
 - (2) Joe Paul, OET & Barry Burkett as updated members at the luncheon about the NCRC certificate
 - (3) Carmen Inman will be speaking at the August 27th Community Council meeting as well.

Community Commitment – Inman reported she had received several letters of commitment that have been received and ask committee members present for their commitment as well. Inman provided a copy of a sample commitment letter to those present and asked for their commitment to this project.

1. Economic Development – Suggested participants

- ✓ a. Heads of local economic development groups
- ✓ b. Other local economic development leadership

2. Elected Officials – Suggested participants

- ✓ a. County judge executive
- ✓ b. Mayor(s)
- c. Council members

3. Education – Suggested participants

- ✓ a. Superintendents - **Need letter of support from Frankfort Independent Schools**
- ✓ b. Community college presidents
- c. Adult education representative - **Need letter of support from Thorn Hill**
- d. Area Technology Center directors
- e. College or university leaders -- **Need letter of support from KY State University**

4. Workforce Development – Suggested participants

- a. Local WIB representative - **Need letter of support**
- b. Area Development District director - **Need letter of support**

5. Business and Industry – Suggested participants



- a. President, chamber(s) of commerce
- b. Business leaders
 - **Goal – Local commitment letters obtained by application date of September 2012**
 - **Action Plans – Continue commitment letter request from community partners**

Narrative Broadband Availability: (rural county) County must have 4Mbps speeds available to 90 percent of housing units with the exception of those they can show to be inaccessible (cost prohibitive) by technology other than wireless – where there must be 1.5Mbps speeds available to 90 percent of housing units. Present data to show that these areas are covered by 1.5Mbps at 90 percent availability (three page maximum).

Inman reported that Frankfort and Franklin County must have 90% Broadband Access, currently Frankfort has 93%. Frankfort and Franklin County met this requirement – no further action is needed



Rene True has provided the Chamber with the Narrative for Broadband in Frankfort.

Narrative OCCUPATIONAL CREDENTIAL ATTAINMENT: Explain in an optional narrative the prevalence of occupational credentials (industry recognized certificates). Sources for this may be employers, community colleges or other. This measure lacks a standard tracking method/standard goal so you should explain your methodology in determining and presenting this measure.

Chamber has requested this information from area manufacturing firms. Will follow up in next few weeks with personal visit/phone call.

Inman stated she will work on the narratives and submit them to the committee for review on August 31st the committee will meet again on September 4, 2012 to review the narratives and make needed changes/additions. Application submission is due September 10, 2012, Inman reminded.



Kentucky Work Ready Community Meeting
Tuesday, September 4, 2012

AGENDA

Open Meeting

Review of Minutes from August meeting

Review of Work Ready Application & Narratives

Have we completed the requested information?

Do we need to add/delete information?

Is information understandable?

- a. **Narrative 1: Graduation Rate: (WORK READY COMMUNITY IN PROGRESS)** Present a plan to raise the graduation rate to 82.32 percent (state goal) within three years
- b. **Narrative 2: National Career Readiness Certificate Attainment:** Present a plan to raise the National Career Readiness Certificate rate to 15 percent of working age (18-64) adults within three years. Plan should include promotional strategies, training availability, and encouraging employer recognition of the certificate
- c. If your county meets the Educational Attainment rate of 25 percent but is less than 39 percent you must complete Narrative 3. **Narrative 3: Educational Attainment:** Present a plan to raise the Educational Attainment rate to 32 percent within 3 years [KY average] and 39 percent within five years [national average]
- d. If your community does NOT meet the Educational Attainment rate of 25 percent you must complete Narrative 4 in order to apply to be a Work Ready Community in Progress. **Narrative 4: Educational Attainment: (WORK READY COMMUNITY IN PROGRESS)** Present a plan to raise the Educational Attainment rate to 25 percent within three years and 32 percent within five years and 39 percent within seven years
- e. **Narrative 5: Soft Skills Program:** Discuss your community program or programs to address work ethic/soft skills development and credentialing for both the secondary school and post secondary adult populations. The programs must meet the following minimum standards:
 - provide evidence of employer engagement in the program development process, including representation of the county's most prolific businesses and industries,
 - provide evidence that employers recognize achievement of work ethic or soft skills credential in their hiring/advancement processes,
 - programs must include measurable goals for annual improvement in the raw number and percentage of workforce credentialed,
 - plans must include a strategy to assure employers of the sustainability of the programs, and
 - programs must address, at a minimum, the following topical areas:
attendance/punctuality, communication, teamwork, leadership, and critical thinking.

- f. If your community is a rural county and does not meet the broadband availability rate of 90 percent throughout the county because some areas are not accessible with 4Mbps speeds but you can show that these areas are covered 90 percent by 1.5 Mbps, you must complete Narrative 6. **Narrative 6: Broadband Availability: (rural county)** County must have 3Mbps or greater speeds available to 90 percent of housing units with the exception of those they can show to be inaccessible (cost prohibitive) by technology other than wireless – where there must be 1.5Mbps speeds available to 90 percent of housing units. Present data to show that these areas are covered by 1.5Mbps at 90 percent availability
- g. If your county does not meet the broadband availability goals, you must complete Narrative 7 in order to apply to be a Work Ready Community in Progress **Narrative 7: Broadband Availability:** Must present a plan to meet the broadband availability goals, whether rural or urban, within three years
- h. If your county is presenting supplemental criteria (either GED, occupational credentials or both), you must complete Narrative 8. **Narrative 8: Supplemental Criteria: GED:** Please show your county GED attainment as compared to county goals (at <http://www.kyae.ky.gov/> under the Performance/Accountability tab - GED targets, under the category County Goals and Targets) or **Occupational Credentials:** Please show total numbers of industry-recognized credentials in your county among working age (18-64) population. Be sure to list the type of credential, number of individuals with each credential, sources and show any calculations. Employers and community colleges will be important sources in this effort

Other Discussion

Next Meeting

**Work Ready Community Committee Meeting
August 21 @ Frankfort Chamber office**

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Chamber has requested this information from area manufacturing firms. Will follow up in next few weeks with personal visit/phone call.

Inman stated she will work on the narratives and submit them to the committee for review on August 31st the committee will meet again on September 4, 2012 to review the narratives and make needed changes/additions. Application submission is due September 10, 2012, Inman reminded.

Work Ready Community Committee Meeting September 4, 2012 @ Frankfort Chamber office

Carmen Inman opened the September 4, 2012 meeting up updating members on the progress of the Work Ready application.

In attendance: Kim Smith, Brittain Skinner, Myron Moore, Daryl Smith, Bill Read, Sarah Butler, Sellus Wilder, Rhonda Wheeler, Pam Hatcher, Irma Johnson, Larry Perkins, Vivian Bettis, Joe Paul, Rene True, Chrissy Jones, Irma Johnson, Karen Schneider, Steve Mason and Barry Burkett. Chamber staff: Carmen Inman

Chamber Director Inman had committee members review the August Board minutes and then provided the following information to committee members regarding Frankfort and Franklin County standing on the Work Ready application.

- **Minutes of August meeting, along with committee member assignments**
- **Criteria and Thresholds that will be required to accompany the application**
- **Completed Narratives/Plans**

Inman reviewed each Narrative and asked for committee input. Joe Paul updated the committee on the National Career Readiness Certificate (NCRC) and stated the goal at this time is to educate employers with how the NCRC can benefit their company.

Pam Hatcher stated Bluegrass Community & Technical College offers soft skills trainings and requested this be added to the narratives. **Pam will forward information on this program to Carmen**

Committee members also requested to add in other programs at Thorn Hill and Franklin County that could be beneficial to the application process. Inman stated due to the maximum number of pages including more information might be difficult. **Inman questioned if exhibits would be appropriate, committee members stated they should be included.**

Rene' True ask Larry Perkins and Sellus Wilder, both representatives from local government if they would request a resolution from the City and County to promote and support the NCRC certificate and take place in the Workforce Tomorrow Now project. **Carmen and Rene' will work on resolutions and provide them to the City and County by close of business on Friday, September 7, 2012.**

Barry Burkett stated he would send additional information on GED programs through Thorn Hill. Karen Schneider will provide Carmen with information on Industry Credentials by Friday.

Work Ethic: Inman reported the Frankfort Chamber will be working on a Work Ethic Program or a similar program that will assist in building soft skills for employee/employer needs in the fall. Inman stated the need for business/industry and school input on this project.

National Career Readiness Certificate – Inman stated she and Barry Burkett spoke to the Franklin County Community Council regarding the Work Ready application and the NCRC. Inman stated she and Daryl Smith will be speaking to Frankfort Rotary in the next few weeks. Larry Perkins stated he had requested the local media write a story on the Work Ready project to provide more insight to the community about the need and acceptance of the NCRC certification. Inman stated she had spoken with Keren Henderson at the State Journal and they will be working on an upcoming article. Inman also reported the number of NCRC's for Frankfort/Franklin County had increased from 215 to 248 in the last few months.

Inman asked committee members to review the Narratives once more and to send any changes/additions to her by Friday, September 7, 2012. Inman stated once the application is submitted she will need assistance with the presentation and ask committee members for their

assistance. Inman also asked committee members to sign up to assist with the Work Ethic/Soft Skills Program. Inman stated this program will be a win-win for the schools and local business leaders.

Inman stated she will work on the narratives and submit them to the Bluegrass Area Development District for their review. Application submission is due September 10, 2012, Inman reminded.

The next Work Ready Community committee meeting was set for September 27, 2012 at 10:00 a.m. at the Chamber office. The purpose of this meeting will be to review the presentation and make needed changes/additions.

After the meeting Steve Mason stated the need for demographics on who is graduating would be helpful in achieving programs that will be helpful to the schools/businesses. Suggestions for review were Bracktown (BMW Academy), and Kentucky Department of Education. Inman stated she would contact the schools to see if she can acquire this information.

Barry Burkett also met with Carmen Inman regarding the GED Attainment. Barry stated he would work on the narrative and have it turned in by Friday, September 7, 2012.

Work Ready Community Committee

Date of Meeting 9/4/12

Representative Name	Company Name	Address	Phone	Email Address
Kim Smith	KECC	109 Consumer Lane	226-5611	Kimsmith@kycapitaldevelopment.com
BRITAIN SKINNER	DFI	306 W. MAIN #204	223-2244	INFO@DOWNTOWNFRANKFORT.COM
Myron Moore	KECU	100 Moore Dr.	564-5597	mrmoores@kecu.org
Daryl W Smith	LGTE/KU BEWIS	ONE QUALITY ST LEX, KY 40507	859-367-5365	daryl.smith@edge-ku.com
Bill Road	FRANKLIN CO. Regional Jdci	400 COLLEETREE FRANKFORT	875-7398	brroad@fewps.net
Sarah Buttee	COMMUNITY TRUST BANK	1205 HWY 1275 FRANKFORT	696-0720	butteesa@ctbi.com
Sellus Wilder	City of Frankfort	315 W. Second St.	875-8500	sellus.wilder@gmail.com
Rhonda Wheeler	BCTC	1500 Bypass Lawrenceburg	502 839 8488	rhonda.wheeler @kctcs.edu
Pam Hatcher	BCTC	164 Opportunity Way Lexington, KY 40514	859-246-6788	pam.hatcher@kctcs.edu

Work Ready Community Committee

Date of Meeting 9-14-12

Representative Name	Company Name	Address	Phone	Email
Harry B. Perkins	MAcristofre	520 W. 9th Ave Englewood, CO	502 320-1802	harry.perkins@bellsouth.net
Vivian Bettis	DET-Frankfort Special	1121 Louisville rd Ste 6	502-229-9167	vivianbettis@ky.gov
Joe Parr	DET - General Office	275 E. Main - 2nd fl Frankfort, KY 40621	502 782-3035	joeparr@ky.gov
Renee True	Connect KY	327 Market Dr. Frankfort, KY 40601	859-212-6398	rtrue@connectky.org
Chrissy Jones	FCRS	916 E. Main St.	502.695.6700	chrissy.jones@franklin.kyconnect.us
Anna Johnson	K-SU	103 Jackson Hall 400 E. Main St	502-545-3425	anna.johnson@kyu.edu
Karen Schneider	FCPS Canaan Tech Ctr.	1106 E. Main St.	502-695-6799	karen.schneider@franklin.kyschools.ky.gov
Stella Masala	KSU	400 E. Main St	502-597-6060	stella.masala@ksu.edu
Barry Buckett	Terra Hill Education	700 Leslie Ave	502-595-1981	barry.buckett@terrahill.edu.com
Carroll Annan	Frankfort Chamber			

NARRATIVE #1



Kentucky Work Ready Communities

Narrative 1: Graduation Rate

Present a plan to raise the graduation rate to 82.32 percent (state goal) within three years

Frankfort and Franklin County provide many educational opportunities. From qualified pre-schools to our hometown university, public recreation to unique museums, both school systems have a well-rounded educational experience. Elementary, Middle and High Schools, along with three private schools, are located throughout the community and offer opportunities for mentoring and networking with the local business community. For more than 120 years, Kentucky State University has helped students from across the Commonwealth and nation access higher education to help them fulfill their dreams. Through strong academic and extracurricular programs, students are encouraged to learn, lead and serve.

Graduation rates at local high schools edged up slightly overall last year. Frankfort Independent Schools – Frankfort High School and the alternative program combined saw the biggest jump at more than 13 percentage points over the previous year to 83.3%. Franklin County Public Schools posted a graduation rate of 78%, slightly higher than last year. This number includes both high schools and the alternative school. The Kentucky Department of Education released data for the graduating class of 2011. Statewide, the 2011 graduation rate is 78%.

Frankfort and Franklin County are on a great path to provide structure, support and dedication to our students. Through various partnerships and the dedication of our local school leaders, Frankfort and Franklin County are offering and will continue to offer the following programs to assist with raising our graduation rate.

The **Frankfort Independent School** district's alternative education offers more online courses and has shown progress to keep students in school. The move to standard-based grading at FHS will give students more opportunities to catch up when they fall behind. For each new topic or unit of study, teachers must outline the learning goals and detailed information about how students will be graded. Students are also allowed to redo assignments and tests to improve their scores. At FHS the leaders are counseling students who are at risk of dropping out to show them school is tough, but not impossible. **College Courses---DUAL CREDIT (college/HS) COURSE** - Many students have the opportunity to go off campus to KSU, Bluegrass Community and Technical College, Midway College, Sullivan University or Georgetown College to take courses. A course may count as a dual credit course if we do NOT offer the course and it is part of a student's Individual Graduation Plan---Career Plan.

Franklin County Public Schools will be making incremental steps to improve graduation rates. The FX Program at Franklin County High School is designed to group freshmen together for additional support, which help build a network for problem-solving and peer mentors.

Franklin County Public Schools - The Academy - The mission of The Academy Day Treatment Program is to provide and involve at-risk students in a unique, differentiated learning environment with individual treatment options. We will provide students with a multidisciplinary approach to their education that will involve students, their families and community supports. Academic expectations will be high and students will be given multiple opportunities for success. With the inclusion of an Early College program through our regular alternative education, students who show willingness and motivation will be offered

introductory college classes. The outcome will be students who are capable of problem solving, show responsible decision making and are career or college ready. **The Academy** for at-risk students and credit recovery now has staff at both county high schools to work with students. The key to improving graduation rates is looking at each individual child for signs that he or she might drop out down the road. Franklin County's goal is to form a district-wide committee to address dropouts, including educators from the elementary, middle and high school levels.

EDCATS- Alternative to suspensions program – EDCATS is an “alternative to suspension” program for suspended middle and high school students in the Franklin County school system. The mission of EDCATS is to provide a safe, supervised educational placement for students who have violated the district discipline code. The goal of the program is to offer educational services to students while removing them from their home school for the duration of the suspension. The majority of students suspended from school are unsupervised during some (if not all) of the time away from school. The philosophy of the EDC Alternatives to Suspension program is to continue academic services to students in lieu of an out-of-school suspension. Students placed in the Alternatives to Suspension program are counted as present for that day of school. The Alternatives to Suspension classroom will be staffed by a combination of certified and classified staff (two staff members are recommended for safety and legal concerns). A classroom of 8-10 students and an office area for scheduling will be available. EDCATS is designed for middle and high school students only.

Elkhorn Middle School Business and Careers Class - The Frankfort Area Chamber of Commerce has partnered with Elkhorn Middle School to provide classroom mentors and speakers for their upcoming Business and Career classes. The Chamber will also work to provide hands-on experience, along with business tours as needed to assist in developing our young students' interest in various businesses in the Frankfort/Franklin County Community. It is our goal to assist students in their career paths, by providing a community leader the opportunity to support, educate and build a relationship with our future workforce. This program will also provide students with an additional adult role model.

Work-Base & Cooperative Education Learning - Franklin County Career and Tech Center offers dual credit courses with Bluegrass Community and Technical College and Kentucky State University on various classes throughout the center. Cooperative Education provides supervised on-the-job work experience related to the students' education objectives. This is a course where students will be able to apply the course materials they have learned to a work-based situation.

Thorn Hill Education Center is a wonderful asset to the Frankfort and Franklin County community. Through these doors GED attainment has hit over 100% as part of their Individualized Instruction. Instructors and tutors work with students in small groups and one-on-one using a variety of teaching strategies, including computer-based instruction. Flexible scheduling also allows students to work at their own pace and time.

Whatever is Needed (WIN) is a two-year program designed to help 16-to 18-year olds attain their GED. WIN provides small classes, tutoring, transportation, counseling, childcare, testing fees, cash incentives and Whatever Is Needed to succeed. WIN students must meet income guidelines to be eligible for the program.

Families Learning thru Interaction Program (FLIP) is available for young parents who have withdrawn from school. FLIP offers a four-part approach to helping these students succeed. 1. Adult Education – Classes help parents attain their GED. 2. Child Education – Children learn through a variety of methods while parents are in class. 3. Parent Time – Parents support each other to learn skills and strategies to help raise their children. 4. Family Time – Families come together to learn better ways to communicate and play together

kidsGROWkentucky organization sees critical thinking, innovation, problem-solving, and collaborative intelligence as key to the economic well-being of our citizens, both individual and corporate, and the preparation required for our workforce to be relevant competitively. **kidsGROWkentucky** is focused on helping schools:

- Change current methods and materials to be more right-brain friendly
- Address the obesity epidemic (exercise stimulates both sides of the brain)

- Bring the arts back into our schools
- Get children outside more often in order to increase environmental awareness and have opportunities for reflection and conversation

By getting student involved in school activities, extracurricular events, and play opportunities **kidsGROWkentucky** hopes to instill a culture of learning that develops balanced right-brain and left-brain learning and promotes the concepts of No Child Left Inside.

Kentucky State University – Operation Preparation is a powerful opportunity for schools, students, parents and communities to collaborate in effective advising for Kentucky middle and high school students to help them focus on the importance of planning for college and/or a career. A joint effort of Kentucky State University, Franklin County Public Schools, Frankfort Independent Schools, Chamber of Commerce and local business leaders pulled together in March 2012 and presented Operation Preparation for over 900 students. Students were able to explore different occupations, talk with experts in the career field of their choice and ask questions in this day-long event. Kentucky State University and their partners will again be engaging Frankfort businesses in Operation Preparation in 2013.

With the development of partnerships formed by the Work Ready Community committee, organizations such as the Franklin County Regional Jail and local Soup Kitchen have now engaged the GED and NCRC programs through Thorn Hill Education Center.

Goals and Objectives in order to begin preparation for increasing Frankfort and Franklin County's graduation rate, the Work Ready Community committee will:

- Work collaborative with our local school systems to find program partnerships that can be a win-win for the students and for area businesses;
- Work with Chamber Economic Development committee to promote counselors/teachers business/industry educational tours;
- Support and promote the Kentucky Chamber Foundation "Building Employer Support for Student Success Initiative";
- Support the Paul Sawyer Public Library "Let's Read Together" program. This program is for families with kids ages 4 and up, for a special time to read together; also KY State University's Community Read project;
- Support Paul Sawyer Public Library PSPL Teen Advisory Group. Teens (ages 12-18 or students in grades 6-12) meet once a month to discuss Youth Services activities, earn service hours and contribute ideas that will shape teen services for the library;
- Work Ready Community committee members will work with schools as needed to assist in building classes and support for programs that will grow graduation rates;
- Continue to work with Junior Achievement to provide classroom teachers and volunteers.

The Frankfort and Franklin County Work Ready Community committee is dedicated to achieving and exceeding the 82.32% state goal within the next three years. We will do this by working closely with the school systems, local colleges and universities and business leaders in our community.

Be a community volunteer

Community volunteers who care about students' and Kentucky's future are the heart of Operation Preparation. Ensuring our students are college/career-ready will benefit us all.

Community volunteers can be:

- school/district personnel
- School-Based Decision Making Council (SBDM) members
- PTA members
- college/university employees
- local business people
- elected officials and government employees
- retirees
- parents
- community members concerned about Kentucky's and our children's future

Each school/partner will recruit its volunteer community advisors. Each volunteer is encouraged to advise more than one child; however, each session should be individualized for the student.

As a volunteer, you will be required to do three simple things:

Complete a 30-minute online training session.

To be completed prior to the advising session, this training will familiarize you with the components of the student Individual Learning Plan, EXPLORE (8th grade) or PLAN (10th grade) results, what they mean in relation to college/career readiness, and whether the student is on target to meet his or her current postsecondary education/job goals.

Sign a non-disclosure form.

In accordance with the federal Family Educational Rights and Privacy Act (FERPA), you will sign a form agreeing not to disclose student-specific information. As a volunteer, you may be subject to a background check and may need to sign an Acceptable Use Policy, agreeing to the



Campbell County Middle School student Zanfa Rogers talks with Jennifer Fritsch, executive producer for Q102 radio in Cincinnati about career goals. Fritsch has volunteered to advise and mentor the 8th grader as part of Operation Preparation. Photo by Amy Wallot, Kentucky Department of Education

proper and appropriate use of any school/district technology. In many districts these requirements are standard operating procedure for school volunteers, based on local board of education policy.

Meet with a student.

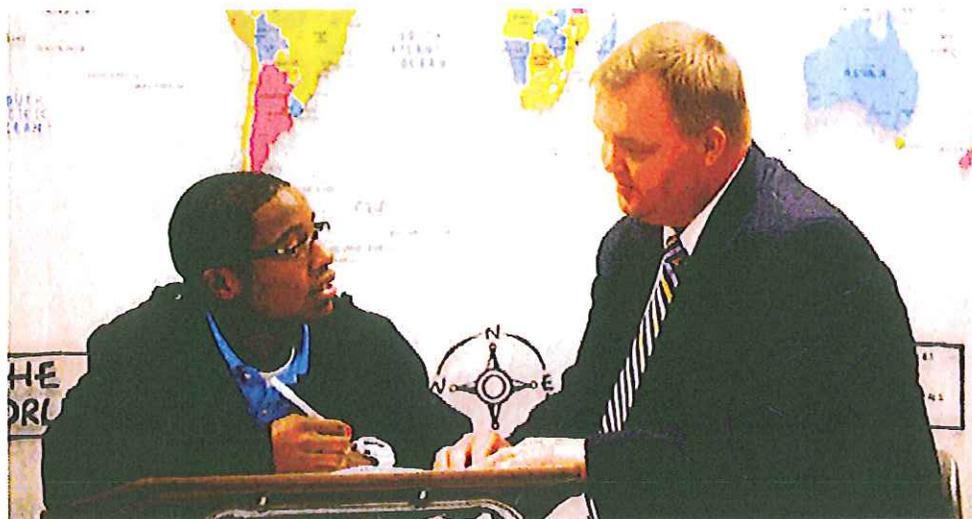
After completing training, community advisors will be assigned a mutually agreed-upon time during the week of March 12-16, 2012 to meet with a student one-on-one at school for about 20 minutes to offer guidance to help the student prepare for a successful future in high school and beyond. On the scheduled day, you will check in at the school office, be given your student's data and shown where the advising session will take place.

During the advising session, you will use the student's Individual Learning Plan or ILP (including career interest inventory

and EXPLORE/PLAN results) to discuss the student's:

- career aspirations, required education/training and workforce skills
- whether the student is on target to meet his or her goals
- whether the student is taking the courses recommended to prepare him or her for a successful future

The meeting is designed to provide both information and inspiration for the student to achieve college/career-readiness. Once the advising session is over, you will return any student data to the office before signing out.



James Hardin, career and technical education coordinator for Fayette County Schools, and Tates Creek High School sophomore Devin Hairston discuss college plans as part of Operation Preparation. Photo by Amy Wallot, Kentucky Department of Education.

How can you get involved in Operation Preparation?

Support your child's participation

Be a Volunteer.

Parents play a critical role in the advising process and in ensuring that their student graduates from high school college/career ready. As a parent, you can support the middle and high schools in your district and their students by volunteering to be a community advisor. Your participation could make the difference in the life of a child.

Talk with your child.

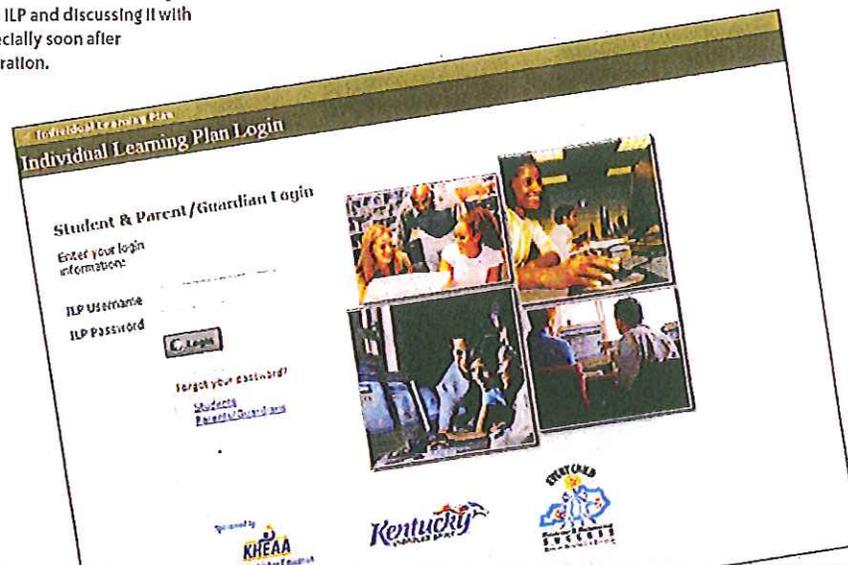
If you are the parent of an 8th- or 10th-grade student, you can support and encourage your child's participation in Operation Preparation. One-on-one advising can be a powerful tool and a valuable experience for the student and should help them maximize their education and preparation for the future.

Get to Know the ILP.

If you have a middle or high school student, help them in the development of their Individual Learning Plan -- an online tool designed to allow students to explore careers, track coursework and activities, and search for postsecondary options. It is mandatory for students in grades 6-12 and parents are required to sign off on a student's Individual Learning Plan each year. Log-in credentials are available from your child's school. Spend some time looking over your child's ILP and discussing it with him or her -- especially soon after Operation Preparation.



Parent Cristi Hawkins talks with her daughter Ha'ey about what courses the 8th grader plans to take in high school. The Jessie Clark Middle School student is already preparing academically for college and eventually to become a nurse practitioner. Photo by Amy Wallol, Kentucky Department of Education.



Individual Learning Plan for Kentucky students
<https://www.careercruising.com/ilp>

KidsGrowKentucky

Announces

An Evening with Sir Ken Robinson

(Virtually Speaking)

Monday, February 28, 2011

Coffeetree Café

Frankfort KY

6:30 p.m.

Join us for the viewing of his internationally famous talk about how schooling suppresses creativity. After the twenty minute video, we will share dinner and/or dessert along with a vigorous conversation about how we can improve the lives of our children and the future of our country's creativity and innovativeness.

Why don't we get the best out of people? Sir Ken Robinson argues that it's because we've been educated to become good workers, rather than creative thinkers. Students with restless minds and bodies -- far from being cultivated for their energy and curiosity are ignored or even stigmatized, with terrible consequences. "We are educating people out of their creativity," Robinson says. It's a message with deep resonance

A visionary cultural leader, Sir Ken led the British government's 1998 advisory committee on creative and cultural education, a **massive inquiry into the significance of creativity in the educational system and the economy**, and was knighted in 2003 for his achievements. His latest book, *The Element: How Finding Your Passion Changes Everything*, a deep look at human creativity and education, was published in January 2009.

"Ken's vision and expertise is sought by public and commercial organizations throughout the world." *BBC Radio 4*

"Creativity is the new Literacy."

The purpose of **KidsGrowKentucky** is to inspire children, families, and teachers to grow and be connected with our world.

KidsGrowKentucky is therefore focused on helping schools:

- Change current methods and materials to be more right brain friendly
- Address the obesity epidemic (exercise stimulates both sides of the brain)
- Bring the arts back into our schools
- Get children outside more often in order to increase environmental awareness and have opportunities for reflection and conversation.

KidsGrowKentucky
502-395-1513

www.KGK@KidsGrowKentucky.org

7625 Peaks Mill Rd
Frankfort, KY 40601



CORSAGES FOR TORNADO VICTIMS A LABOR OF LOVE
FLORIST MAKES SURE GIRLS GET THEIR FLOWERS • LOCAL A5

THURSDAY
MAY 3, 2012

FHS blasts Burgin
SPORTS B1

The State Journal

FRANKFORT, KENTUCKY ■ 50c ■ STATE-JOURNAL.COM



Don't miss the biggest party of the year



AP/MORRY GASH
George Alvarez takes Bodemeister for a workout.

[MORE INSIDE]
• Bodemeister 4-1 favorite after Derby draw, Sports B1
• Frankfort Police release list of street closures and parking available for Derby Celebration, A3
• Snapshots from first lady's Celebration of Hope, which was held at the Horse Park for the first time, A2

Derby Celebration offers food, drinks and entertainment

BY KAY HARROD
KHARROD@STATE-JOURNAL.COM

This Saturday, downtown Frankfort is throwing its biggest party of the year and will welcome many visitors and Kentuckians who will start their day at the

Governor's Derby Celebration.

It's an enjoyable way for families young and old to spend Derby morning, strolling downtown to see friends, have breakfast, buy fresh, locally grown produce at the Farmers Market

and purchase pork chop and steak sandwiches from the Pork Producers and Cattlemen's Association.

There's also a medieval re-enactment on the grounds of the old Capitol, a racehorse at the Capital City Museum and Artwalk from

Cornerstone Art Event Gallery on one end of Broadway to First United Methodist Church on Washington.

The event is sponsored by Frankfort/Franklin County Tourist Commission, Downtown Frankfort Inc. and the See DERBY CELEBRATION, A3

3 days cut from Ky. courts

3,300 employees will be furloughed

BY KEVIN WHEATLEY
KWHEATLEY@STATE-JOURNAL.COM

Some 3,300 Judicial Branch employees will be furloughed three days in the coming months, effectively shuttering courthouses across the state as officials deal with a \$25 million spending cut.

What's more, additional furloughs and reductions could be announced for the second half of fiscal year 2013 and for fiscal year 2014, which faces a steeper budget shortfall.

Chief Justice John Minton on Wednesday announced furloughs on Aug. 6, Sept. 4 and Oct. 15. He said it's the first time since the modern court system began in 1976 that the judiciary has closed courthouses to balance its budget.

"In the modern history of the commonwealth, I do not know of a time where the service to the public has been interrupted because there's not enough money to keep the courts open," Minton told reporters in See FURLoughs, A7



AP/THE COURIER-JOURNAL, MICHAEL CLEVENGER
Frankfort native Stephanie Decker practices walking with her new prosthetic leg with the help of her husband, Joe, left, and Matthew Hayden, right, with Kentucky Prosthetics & Orthotics in Louisville.

Mom who lost legs in tornado gets prosthetic

LOUISVILLE, Ky. (AP) — Stephanie Decker, the Frankfort native and mom of two who lost her legs in the March 2 tornadoes, got her first prosthetic leg Wednesday, exactly

two months after she was injured. "It's a good anniversary," Decker said after being fitted for an artificial right leg at Kentucky Prosthetics and Ortho-

tics in Louisville.

With her husband Joe at her side, she practiced standing, walking and turning while using parallel bars for support. See MOM, A7

Farmer is only official not to file financial disclosure

BY KEVIN WHEATLEY
KWHEATLEY@STATE-JOURNAL.COM

Former Agriculture Commissioner Richie Farmer was the only constitutional officer in Kentucky not to file an annual financial disclosure form, due in April, with the Executive Branch Ethics Commission covering his last year in office. State Auditor Adam Edelen released a blistering audit of the Department of Agriculture during Farmer's tenure on Monday and found the former commissioner, among other things, had accepted gifts exceeding \$200.

That included such items as \$900 in concrete for a basketball court at his marital home, a wooden hat and stand worth \$1,360 and various gifts, including scoped Remington rifles each worth \$449.

Farmer failed to disclose those gifts to the ethics panel, the audit said. Constitutional officers must file financial disclosure forms annually detailing yearly income sources that exceed \$1,000 and non-family gifts worth more than \$200.

Katie Gabhart, general counsel for the commission, declined to speak specifically about matters

See FARMER, A3

Dennis Rader and Ed Council talk with Gov. Steve Beshear during the signing ceremony for the resolution that promotes outdoor activity for Kentucky's children at the Capitol Wednesday.

HANNAH REEL/REEL@STATE-JOURNAL.COM



Outdoor effort gets state backing

Frankfort's Ed Council has encouraged public policy for 2 years

BY KATHERAN WASSON
KWASSON@STATE-JOURNAL.COM

A local effort to get kids outdoors and boost creativity in education now has the support of state lawmakers.

House Concurrent Resolution 29, passed during the 2012 regular session, makes it a "public policy goal of the

Commonwealth" to encourage Kentucky kids to go fishing, visit parks or farms, and bike on safe routes to school.

Gov. Steve Beshear ceremonially signed the resolution Wednesday at the Capitol. He said free play opportunities, outdoor experiences and field trips to natural areas are important for kids' health, emo-

tional stability and intellectual development.

"Here in Kentucky, we are blessed with an abundance of beautiful outdoor areas, from our lakes to miles of streams, our dense forests to rocky cliffs," he said.

"We also have an abun-

See OUTDOORS, A7

WEEKLY POLL: Traffic safety

Would you support a traffic-safety crackdown in local neighborhoods? Yes, 73% No, 26% Total votes: 157

Vote on statejournal.com or mark Yes No and return



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TONIGHT'S WEATHER

Mostly cloudy, low around 62

WEATHER A5



CLASSIFIED, B1-6 | COMICS, B7 | EDITORIALS, A1 | OBITUARIES, A2 | SPECTRUM, A6 | SPORTS, B1-4 | TV NEWS, B8 | STATE AND LOCAL, A5

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Check Out Our Porch Sale!
Swim Wear and Accessories
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*Sale excludes \$10 room and sale rack.

Sweet Celebrations
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Cornerstone Gallery

FURLOUGHS | Closing courthouses will create case backlog

CONTINUED FROM PAGE A1

his office.
Elected officials aren't required to participate, but Minton said he would give back three days pay to cut his salary accordingly. He said other officials could follow suit.
On top of furloughs, the Judicial Branch will implement a hiring freeze, reduce and cap the number of participants in local Drug Courts, reduce 100-hour part-time employees to 80 hours and cut their benefits starting June 30, 2013, cut operating costs by \$1.6 million and end the Kentucky High School Mock Trial Tournament.
Officials will also charge schools \$10 for criminal records reports, which had been free, and up the cost of them from \$15 to \$20 for all other customers.
Lawmakers, who also re-

duced funding for most state agencies by 8.4 percent while crafting the upcoming biennial budget, cut \$16.2 million from the Judicial Branch budget and transferred \$9 million from the courts to the General Fund, according to a press release from Minton's office.
Circuit Clerk Sally Jump said furloughs did not come as a surprise given layoffs at the Administrative Office of the Courts — the Judicial Branch has eliminated 282 jobs statewide since 2008 — and six furlough days for Executive Branch workers in recent years.
"It's a shame that it's had to come to this, but I certainly understand that the Court of Justice under some budgetary difficulties," she said by phone Wednesday, noting previous layoffs at AOC prevented furloughs for court workers at the time.

"... Nobody wants to be furloughed. We all wish we weren't in this boat, but it's not unexpected at all."
Franklin Circuit Judge Phillip Shepherd said furloughs or layoffs won't solve funding woes faced by state courts.
Closing courthouses will only create a growing backlog of cases, significant inconveniences and, in some cases, real hardships, he said.
"I'm not saying it can't be done in the short term as a Band-Aid to a budget crisis, but what has happened in state government over the last few years is that the crisis has become permanent," Shepherd said by phone Wednesday.
"And there's simply not enough revenue to meet the obligations of the court system."
County Attorney Rick

Sparks said on most Tuesdays, the district court docket can have up to 150 cases. With the temporary courthouses scheduled to be closed Sept. 4, a Tuesday, those cases will be added to already full dockets.
"If you don't have court on those days, then those cases get spread out between other dockets, and you add 20 here and you add 20 there, and it starts to add up," he said.
Courts may have to look at cutting or moving programs that aren't vital to constitutional responsibilities, such as managing the driver's license program and performing criminal record checks, Shepherd said. Under state law, county clerks handle the state's driver's licensing system.
The Drug Court program must also be re-examined, Shepherd said. Staff turnover at the local Drug Court

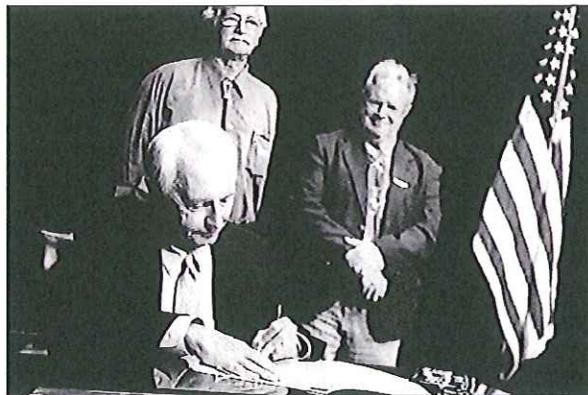
is high, with some staying no longer than a year, he said.
Commonwealth's Attorney Larry Cleveland agreed. Weekly meetings tie up hours at a time, and some participants find themselves back in front of a judge after completing the program, he said.
Locally, the program has seen a revolving door of coordinators, he said.
"Every three or four months, it seems like, you're starting over with a new coordinator, and they get burned out pretty fast because of all the time involved in Drug Court and the frustrating nature of Drug Court," he said.
"... I would not be surprised to see some Drug Courts close."
Minton said Drug Courts are effective in fighting against prescription drug abuse, and he noted how the

mock trial program taught students the basics of the criminal justice system.
"It's not an essential service for our courts," Minton said. "It's a great educational piece, and we're having to eliminate it."
Still, officials will consider all cost-cutting measures when enacting future funding gaps.
That could include additional layoffs, but Minton said he hopes further staffing cuts won't be necessary as the state recovers economically.
"If things don't change, then further furloughs are going to be necessary again," Minton said before adding he hoped "to avoid the situation of mass layoffs for our folks."

OUTDOORS | With name change, legislators unanimously in favor

CONTINUED FROM PAGE A1

dance of neighborhood areas for folks to be in and play in. So whether it's one acre or a thousand acres, these areas are a good wilderness waiting to be explored.
Ed Council, founder of Frankfort's Canoe Kentucky, spearheaded a two-year effort to get the resolution through the General Assembly.
Council said it's needed because kids are increasingly disconnected from nature. Many spend their leisure time in front of a TV, cell phone or computer screen — leading to health and behavioral problems.
Concerns about safety mean kids don't have access to safe, non-structured opportunities to play outside, he said.



Dennis Rader and Ed Council watch Gov. Steve Beshear sign the resolution that promotes outdoor activity for Kentucky's children during the signing ceremony at the Capitol Wednesday.
HANNAH REEL/ KEELOSTATE JOURNAL.COM

Through kidsGROWKentucky, a nonprofit organization he and other supporters formed last year, Council has taken 600 kids from area school systems on the water free of charge.
The resolution doesn't carry the force of law, but Council says the document gives legitimacy to his group's efforts. It could pave the way for partnerships or grants in the future.
"I just want to show that there is concern for getting kids outdoors, and there needs to be public policy to state that," he said.
"It will show that what we've been testing on a pilot basis as a way to improve learning experiences has credibility."

resolution in the Senate with Julian Carroll as sponsor. This time around, he worked with the support of representatives from the American Heart Association, tourism and public health.
Joining Council at the signing ceremony Thursday were Frankfort author and fellow kidsGROWKentucky founder Dennis Rader, Franklin County Health Department Director Paula Alexander, and Art Williams, an environmental lobbyist with the Kentucky Conservation Committee.
Alexander said she supports the resolution because

getting kids outdoors could benefit their health, from getting more exercise to socializing with their peers.
There's not one answer to why kids are spending less time outside, she said, but things like computers, video games, air conditioning and limited recess at some schools contribute.
No Child Left Inside — a national movement to get kids outdoors to learn about the environment — made its way to Frankfort in 2010.
Council began meeting with educators from public and private schools, home schools and Kentucky State

University, environmental professionals, community development and children's health providers to kick off the effort.
He says he was inspired by Rader's book "Learning Redefined" about the need for right-brained learning in schools.
The group agreed to a pilot program, getting chil-

— including neighbors Tennessee, Indiana and Ohio — have adopted a Children's Outdoor Bill of Rights to encourage kids to play outside.
Kentucky's resolution was originally titled as an "outdoor bill of rights," but Council said legislators removed that wording because they were concerned about the legal implications.
Fourteen representatives voted against the resolution when it first arrived on the floor. After the name change, both chambers passed it unanimously.
Council isn't fazed about the name change. The support of state lawmakers is what's important, he said.
The effort to get kids outdoors also has the backing of the state education officials.
The state Board of Education in December voted to support the Kentucky Environmental Literacy Plan, a joint effort between the Kentucky Department of Education and the Kentucky Environmental Education Council.
The optional plan gives schools ideas for tying environmental literacy to science and other subject areas, and professional development for teachers.

Rep. Derrick Graham, a Frankfort Democrat, sponsored the resolution. Council says they started working on it in August after a chance meeting at a gas station.
"This is a concurrent resolution that promotes Kentucky's natural resources, and at the same time the idea that our children should take advantage of those resources that are available throughout the commonwealth of Kentucky," Graham said Wednesday.
Last year, Council tried unsuccessfully to pass the

- LIST ENCOURAGES KIDS TO:**
- Fish, swim, paddle, ski, wade, splash or otherwise enjoy a Kentucky stream, creek, river or lake
 - Hike, hunt, bird watch, view elk and other wildlife, and explore Kentucky's natural wilderness areas, parks, trails, woods, natural habitats, farms and agritourism establishments
 - Bike in safe areas and routes to schools, recreation and park areas, neighborhood stores and shops
 - Enjoy kid-friendly parks
 - Attend school activities, extracurricular events, and free play opportunities that inspire and hopefully instill a culture of learning that develop balanced right-brain and left-brain learning and promote the concepts of No Child Left Inside
 - Assist, advise and promote access to outdoor areas and opportunities.

MOM | To be walking 'felt great'

CONTINUED FROM PAGE A1

She told The Courier-Journal that it "felt great" to be walking.
Decker, who arrived in a wheelchair, acknowledged some discomfort getting used to the fit of the prosthetic, saying: "I've been sitting in this chair for two months." She is expecting to receive a prosthetic for her left leg.
A tornado that hit March 2 demolished her family's former home in Henryville, Ind., about 20 miles north of Louisville. She had wrapped her two children in a blanket in the basement and blocked debris from striking them.

Her right leg was amputated below the knee and her left leg above the knee. She had a skin graft last week on her left leg.
Decker will spend the coming days practicing standing and walking on the leg while using the wheelchair at other times.
Decker could be fitted for the other prosthetic in the coming weeks, said Matthew Hayden, an artificial limb specialist working with her. He was impressed with her resilient attitude.
"Nothing's stopping her now," he said.
Decker is benefitting from advances in high-technology

prosthetics developed in recent years through military-backed research in response to the significant numbers of amputees from the wars in Afghanistan and Iraq. Decker said she's grateful for the advances.
"It's hard work," she said of the therapy, but added: "It's my freedom. I'm getting some of my life back."
The Deckers now live in Sellersburg, returning to a home they had vacated and rented out after moving to nearby Henryville.

RELAY FOR LIFE
American Cancer Society

Franklin County Relay For Life

Friday, June 29

Franklin County High School

Those touched by cancer know the dark times this disease can bring.
But even amid the darkness, lights of hope and comfort shine.

The American Cancer Society Relay For Life is an overnight event that unites community members against cancer. One of the cornerstones of this important event is the Luminaria ceremony, in honor of those who battle cancer and in memory of those who have been lost. As Relay For Life participants walk throughout the night, the luminaria light their journey.

If someone in your life has been touched by cancer, purchase a luminaria bag for a \$5 minimum in their honor or memory. Your donation will help fund the American Cancer Society's fight against this disease, including research to help find a cure.

Luminaria Order Form - Minimum contribution of \$10.00 per bag.

IN MEMORY OF	IN CELEBRATION OF
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Your Name: _____
 Your Address: _____
 Your Phone #: _____

Total Amount Enclosed (checks payable to ACS): \$ _____
 Total No. Luminarias: _____

Please mail information and donation to:
Franklin County Relay for Life, Box 5651, Frankfort, KY 40602-5651

**Graduation Rates 2008 - 2011
Averaged Freshman Graduation Rate (AFGR)**

Year	Code	District Name	School Name	Gender	Ethnicity	AFGR Graduates	Grade 9 Membership	Grade 10 Membership	AFGR Average Membership	AFGR Graduation Rate	District Factors Impacting AFGR**
2010	176	Fort Thomas Independent	DISTRICT TOTAL	Total	Afr. Am.	---	---	---	---	---	---
2009	176	Fort Thomas Independent	DISTRICT TOTAL	Total	Afr. Am.	---	---	---	---	---	---
2008	176	Fort Thomas Independent	DISTRICT TOTAL	Total	Afr. Am.	---	---	---	---	---	---
2011	176	Fort Thomas Independent	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	---
2010	176	Fort Thomas Independent	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	---
2009	176	Fort Thomas Independent	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	---
2008	176	Fort Thomas Independent	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	---
2011	176	Fort Thomas Independent	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2010	176	Fort Thomas Independent	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2009	176	Fort Thomas Independent	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2008	176	Fort Thomas Independent	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2011	176010	Fort Thomas Independent	Highlands High School	Total	Total	182	206	200	203.0	89.7	---
2010	176010	Fort Thomas Independent	Highlands High School	Total	Total	190	215	204	209.5	90.7	---
2009	176010	Fort Thomas Independent	Highlands High School	Total	Total	195	206	199	202.5	96.3	---
2008	176010	Fort Thomas Independent	Highlands High School	Total	Total	203	225	220	222.5	91.2	---
2011	176010	Fort Thomas Independent	Highlands High School	Female	Total	88	90	93	91.5	96.2	---
2010	176010	Fort Thomas Independent	Highlands High School	Female	Total	87	92	91	91.5	95.1	---
2009	176010	Fort Thomas Independent	Highlands High School	Female	Total	107	113	114	113.5	94.3	---
2008	176010	Fort Thomas Independent	Highlands High School	Female	Total	105	118	115	116.5	90.1	---
2011	176010	Fort Thomas Independent	Highlands High School	Male	Total	94	116	107	111.5	84.3	---
2010	176010	Fort Thomas Independent	Highlands High School	Male	Total	103	123	113	118.0	87.3	---
2009	176010	Fort Thomas Independent	Highlands High School	Male	Total	88	93	85	89.0	98.9	---
2008	176010	Fort Thomas Independent	Highlands High School	Male	Total	98	107	105	106.0	92.5	---
2011	176010	Fort Thomas Independent	Highlands High School	Total	White	174	201	194	197.5	88.1	---
2010	176010	Fort Thomas Independent	Highlands High School	Total	White	190	214	203	208.5	91.1	---
2009	176010	Fort Thomas Independent	Highlands High School	Total	White	187	196	190	193.0	96.9	---
2008	176010	Fort Thomas Independent	Highlands High School	Total	White	196	222	217	219.5	89.3	---
2011	176010	Fort Thomas Independent	Highlands High School	Total	Afr. Am.	---	---	---	---	---	---
2010	176010	Fort Thomas Independent	Highlands High School	Total	Afr. Am.	---	---	---	---	---	---
2009	176010	Fort Thomas Independent	Highlands High School	Total	Afr. Am.	---	---	---	---	---	---
2008	176010	Fort Thomas Independent	Highlands High School	Total	Afr. Am.	---	---	---	---	---	---
2011	176010	Fort Thomas Independent	Highlands High School	Total	Hispanic	---	---	---	---	---	---
2010	176010	Fort Thomas Independent	Highlands High School	Total	Hispanic	---	---	---	---	---	---
2009	176010	Fort Thomas Independent	Highlands High School	Total	Hispanic	---	---	---	---	---	---
2008	176010	Fort Thomas Independent	Highlands High School	Total	Hispanic	---	---	---	---	---	---
2011	176010	Fort Thomas Independent	Highlands High School	Total	Asian	---	---	---	---	---	---
2010	176010	Fort Thomas Independent	Highlands High School	Total	Asian	---	---	---	---	---	---
2009	176010	Fort Thomas Independent	Highlands High School	Total	Asian	---	---	---	---	---	---
2008	176010	Fort Thomas Independent	Highlands High School	Total	Asian	---	---	---	---	---	---
2011	177	Frankfort Independent	DISTRICT TOTAL	Total	Asian	65	85	71	78.0	83.3	---
2010	177	Frankfort Independent	DISTRICT TOTAL	Total	Total	69	99	99	99.0	69.7	---
2009	177	Frankfort Independent	DISTRICT TOTAL	Total	Total	62	110	103	106.5	58.2	---
2008	177	Frankfort Independent	DISTRICT TOTAL	Total	Total	72	95	92	93.5	77.0	---

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Data Caution: Small student populations may experience significant

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**District Factors Impacting AFGR

A=Alternate Programs, B=Economic Issues,

C=Excluded Completers D=Small Student Population,

E=Unstable Student Population

Graduation Rates 2008 - 2011
Averaged Freshman Graduation Rate (AFGR)

Year	Code	District Name	School Name	Gender	Ethnicity	AFGR Graduates	Grade 9 Membership	Grade 10 Membership	AFGR Average Membership	AFGR Graduation Rate	District Factors Impacting AFGR**
2011	177	Frankfort Independent	DISTRICT TOTAL	Female	Total	31	43	38	40.5	76.5	
2010	177	Frankfort Independent	DISTRICT TOTAL	Female	Total	37	49	46	47.5	77.9	
2009	177	Frankfort Independent	DISTRICT TOTAL	Female	Total	25	39	42	40.5	61.7	
2008	177	Frankfort Independent	DISTRICT TOTAL	Female	Total	37	47	45	46.0	80.4	
2011	177	Frankfort Independent	DISTRICT TOTAL	Male	Total	34	42	33	37.5	90.7	
2010	177	Frankfort Independent	DISTRICT TOTAL	Male	Total	32	50	53	51.5	62.1	
2009	177	Frankfort Independent	DISTRICT TOTAL	Male	Total	37	71	61	66.0	56.1	
2008	177	Frankfort Independent	DISTRICT TOTAL	Male	Total	35	48	47	47.5	73.7	
2011	177	Frankfort Independent	DISTRICT TOTAL	Total	White	42	66	53	59.5	70.6	
2010	177	Frankfort Independent	DISTRICT TOTAL	Total	White	54	79	78	78.5	68.8	
2009	177	Frankfort Independent	DISTRICT TOTAL	Total	White	46	84	78	81.0	56.8	
2008	177	Frankfort Independent	DISTRICT TOTAL	Total	White	55	79	75	77.0	71.4	
2011	177	Frankfort Independent	DISTRICT TOTAL	Total	Afr. Am.	22	15	15	15.0	100.0	
2010	177	Frankfort Independent	DISTRICT TOTAL	Total	Afr. Am.	15	18	17	17.5	85.7	
2009	177	Frankfort Independent	DISTRICT TOTAL	Total	Afr. Am.	14	19	23	21.0	66.7	
2008	177	Frankfort Independent	DISTRICT TOTAL	Total	Afr. Am.	13	15	15	15.0	86.7	
2011	177	Frankfort Independent	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	
2010	177	Frankfort Independent	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	
2009	177	Frankfort Independent	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	
2008	177	Frankfort Independent	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	
2011	177	Frankfort Independent	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	
2010	177	Frankfort Independent	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	
2009	177	Frankfort Independent	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	
2008	177	Frankfort Independent	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	
2011	177070	Frankfort Independent	Frankfort High School	Total	Asian	---	---	---	---	---	
2010	177070	Frankfort Independent	Frankfort High School	Total	Asian	49	75	61	68.0	72.1	
2009	177070	Frankfort Independent	Frankfort High School	Total	Asian	58	89	86	87.5	66.3	
2008	177070	Frankfort Independent	Frankfort High School	Total	Asian	---	---	---	---	---	
2011	177070	Frankfort Independent	Frankfort High School	Female	Total	24	39	36	37.5	64.0	
2010	177070	Frankfort Independent	Frankfort High School	Female	Total	31	48	44	46.0	67.4	
2009	177070	Frankfort Independent	Frankfort High School	Female	Total	---	---	---	---	---	
2008	177070	Frankfort Independent	Frankfort High School	Female	Total	---	---	---	---	---	
2011	177070	Frankfort Independent	Frankfort High School	Female	Total	25	36	25	30.5	82.0	
2010	177070	Frankfort Independent	Frankfort High School	Female	Total	27	41	42	41.5	65.1	
2009	177070	Frankfort Independent	Frankfort High School	Female	Total	---	---	---	---	---	
2008	177070	Frankfort Independent	Frankfort High School	Female	Total	---	---	---	---	---	
2011	177070	Frankfort Independent	Frankfort High School	Male	Total	---	---	---	---	---	
2010	177070	Frankfort Independent	Frankfort High School	Male	Total	---	---	---	---	---	
2009	177070	Frankfort Independent	Frankfort High School	Male	Total	---	---	---	---	---	
2008	177070	Frankfort Independent	Frankfort High School	Male	Total	---	---	---	---	---	
2011	177070	Frankfort Independent	Frankfort High School	Total	White	32	56	46	51.0	62.8	
2010	177070	Frankfort Independent	Frankfort High School	Total	White	45	73	68	70.5	63.8	
2009	177070	Frankfort Independent	Frankfort High School	Total	White	---	---	---	---	---	
2008	177070	Frankfort Independent	Frankfort High School	Total	White	---	---	---	---	---	
2011	177070	Frankfort Independent	Frankfort High School	Total	Afr. Am.	16	15	12	13.5	100.0	
2010	177070	Frankfort Independent	Frankfort High School	Total	Afr. Am.	13	14	15	14.5	89.7	
2009	177070	Frankfort Independent	Frankfort High School	Total	Afr. Am.	---	---	---	---	---	

KOE:OAA:DADI:8/8/2012

--- Indicates insufficient counts to generate rates.

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Data Caution: Small student populations may experience significant percentage changes based on a few students.

**District Factors Impacting AFGR

A=Alternate Programs, B=Economic Issues,

C=Excluded Completers D=Small Student Population,

E=Unstable Student Population

Graduation Rates 2008 - 2011
Averaged Freshman Graduation Rate (AFGR)

Year	Code	District Name	School Name	Gender	Ethnicity	AFGR Graduates	Grade 9 Membership	Grade 10 Membership	AFGR Average Membership	AFGR Graduation Rate	District Factors Impacting AFGR**
2008	177070	Frankfort Independent	Frankfort High School	Total	Afr. Am.	***	***	***	***	***	***
2011	177070	Frankfort Independent	Frankfort High School	Total	Hispanic	---	---	---	---	---	---
2010	177070	Frankfort Independent	Frankfort High School	Total	Hispanic	---	---	---	---	---	---
2009	177070	Frankfort Independent	Frankfort High School	Total	Hispanic	***	***	***	***	***	***
2008	177070	Frankfort Independent	Frankfort High School	Total	Hispanic	***	***	***	***	***	***
2011	177070	Frankfort Independent	Frankfort High School	Total	Asian	---	---	---	---	---	---
2010	177070	Frankfort Independent	Frankfort High School	Total	Asian	---	---	---	---	---	---
2009	177070	Frankfort Independent	Frankfort High School	Total	Asian	***	***	***	***	***	***
2008	177070	Frankfort Independent	Frankfort High School	Total	Asian	***	***	***	***	***	***
2011	181	Franklin County	DISTRICT TOTAL	Total	Total	410	563	489	526.0	78.0	***
2010	181	Franklin County	DISTRICT TOTAL	Total	Total	431	613	501	557.0	77.4	---
2009	181	Franklin County	DISTRICT TOTAL	Total	Total	410	573	480	526.5	77.9	---
2008	181	Franklin County	DISTRICT TOTAL	Total	Total	338	526	436	481.0	70.3	---
2011	181	Franklin County	DISTRICT TOTAL	Total	Total	187	247	212	229.5	81.5	---
2010	181	Franklin County	DISTRICT TOTAL	Total	Total	181	254	215	234.5	77.2	---
2009	181	Franklin County	DISTRICT TOTAL	Total	Total	207	282	237	259.5	79.8	---
2008	181	Franklin County	DISTRICT TOTAL	Total	Total	169	253	214	233.5	72.4	---
2011	181	Franklin County	DISTRICT TOTAL	Male	Total	223	316	277	296.5	75.2	---
2010	181	Franklin County	DISTRICT TOTAL	Male	Total	250	359	286	322.5	77.5	---
2009	181	Franklin County	DISTRICT TOTAL	Male	Total	203	291	243	267.0	76.0	---
2008	181	Franklin County	DISTRICT TOTAL	Male	Total	169	273	222	247.5	68.3	---
2011	181	Franklin County	DISTRICT TOTAL	Total	White	352	489	410	449.5	78.3	---
2010	181	Franklin County	DISTRICT TOTAL	Total	White	377	533	434	483.5	78.0	---
2009	181	Franklin County	DISTRICT TOTAL	Total	White	345	489	404	446.5	77.3	---
2008	181	Franklin County	DISTRICT TOTAL	Total	White	290	459	378	418.5	69.3	---
2011	181	Franklin County	DISTRICT TOTAL	Total	Afr. Am.	32	49	47	48.0	66.7	---
2010	181	Franklin County	DISTRICT TOTAL	Total	Afr. Am.	35	52	42	47.0	74.5	---
2009	181	Franklin County	DISTRICT TOTAL	Total	Afr. Am.	41	53	47	50.0	82.0	---
2008	181	Franklin County	DISTRICT TOTAL	Total	Afr. Am.	31	37	30	33.5	92.5	---
2011	181	Franklin County	DISTRICT TOTAL	Total	Hispanic	10	9	13	11.0	90.9	---
2010	181	Franklin County	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	---
2009	181	Franklin County	DISTRICT TOTAL	Total	Hispanic	12	13	14	13.5	88.9	---
2008	181	Franklin County	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	---
2011	181	Franklin County	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2010	181	Franklin County	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2009	181	Franklin County	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2008	181	Franklin County	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2011	181	Franklin County	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2010	181040	Franklin County	Franklin County High School	Total	Total	234	320	270	295.0	79.3	---
2009	181040	Franklin County	Franklin County High School	Total	Total	246	355	291	323.0	76.2	---
2008	181040	Franklin County	Franklin County High School	Total	Total	223	320	258	289.0	77.2	---
2011	181040	Franklin County	Franklin County High School	Total	Total	209	321	265	293.0	71.3	---
2010	181040	Franklin County	Franklin County High School	Female	Total	105	137	114	125.5	83.7	---
2009	181040	Franklin County	Franklin County High School	Female	Total	103	141	116	128.5	80.2	---

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*** District Factors Impacting AFGR

A=Alternate Programs, B=Economic Issues, C=Excluded Completers D=Small Student Population, E=Unstable Student Population

F=Vintage changes based on a few students.

Graduation Rates 2008 - 2011
Averaged Freshman Graduation Rate (AFGR)

Year	Code	District Name	School Name	Gender	Ethnicity	AFGR Graduates	Grade 9 Membership	Grade 10 Membership	AFGR Average Membership	AFGR Graduation Rate	District Factors Impacting AFGR**
2009	181040	Franklin County	Franklin County High School	Female	Total	108	159	124	141.5	76.3	
2008	181040	Franklin County	Franklin County High School	Female	Total	100	157	130	143.5	69.7	
2011	181040	Franklin County	Franklin County High School	Male	Total	129	183	156	169.5	76.1	
2010	181040	Franklin County	Franklin County High School	Male	Total	143	214	175	194.5	73.5	
2009	181040	Franklin County	Franklin County High School	Male	Total	115	161	134	147.5	78.0	
2008	181040	Franklin County	Franklin County High School	Male	Total	109	164	135	149.5	72.9	
2011	181040	Franklin County	Franklin County High School	White	Total	197	269	216	242.5	81.2	
2010	181040	Franklin County	Franklin County High School	White	Total	206	291	235	263.0	78.3	
2009	181040	Franklin County	Franklin County High School	White	Total	175	259	205	232.0	75.4	
2008	181040	Franklin County	Franklin County High School	White	Total	174	268	219	243.5	71.5	
2011	181040	Franklin County	Franklin County High School	Afr. Am.	Total	22	36	33	34.5	63.8	
2010	181040	Franklin County	Franklin County High School	Afr. Am.	Total	25	40	33	36.5	63.5	
2009	181040	Franklin County	Franklin County High School	Afr. Am.	Total	31	40	36	38.0	81.6	
2008	181040	Franklin County	Franklin County High School	Afr. Am.	Total	25	30	25	27.5	90.9	
2011	181040	Franklin County	Franklin County High School	Hispanic	Total	---	---	---	---	---	
2010	181040	Franklin County	Franklin County High School	Hispanic	Total	---	---	---	---	---	
2009	181040	Franklin County	Franklin County High School	Hispanic	Total	10	8	7	7.5	100.0	
2008	181040	Franklin County	Franklin County High School	Hispanic	Total	---	---	---	---	---	
2011	181040	Franklin County	Franklin County High School	Asian	Total	---	---	---	---	---	
2010	181040	Franklin County	Franklin County High School	Asian	Total	---	---	---	---	---	
2009	181040	Franklin County	Franklin County High School	Asian	Total	---	---	---	---	---	
2008	181040	Franklin County	Franklin County High School	Asian	Total	---	---	---	---	---	
2011	181040	Franklin County	Franklin County High School	Asian	Total	---	---	---	---	---	
2010	181040	Franklin County	Franklin County High School	Asian	Total	---	---	---	---	---	
2009	181040	Franklin County	Franklin County High School	Asian	Total	---	---	---	---	---	
2008	181040	Franklin County	Franklin County High School	Asian	Total	---	---	---	---	---	
2011	181070	Franklin County	Western Hills High School	Total	Total	175	237	201	219.0	79.9	
2010	181070	Franklin County	Western Hills High School	Total	Total	184	256	201	228.5	80.5	
2009	181070	Franklin County	Western Hills High School	Total	Total	187	249	216	232.5	80.4	
2008	181070	Franklin County	Western Hills High School	Total	Total	129	197	164	180.5	71.5	
2011	181070	Franklin County	Western Hills High School	Female	Total	81	109	95	102.0	79.4	
2010	181070	Franklin County	Western Hills High School	Female	Total	77	112	96	104.0	74.0	
2009	181070	Franklin County	Western Hills High School	Female	Total	99	122	111	116.5	85.0	
2008	181070	Franklin County	Western Hills High School	Female	Total	69	93	82	87.5	78.9	
2011	181070	Franklin County	Western Hills High School	Male	Total	94	128	106	117.0	80.3	
2010	181070	Franklin County	Western Hills High School	Male	Total	107	144	105	124.5	85.9	
2009	181070	Franklin County	Western Hills High School	Male	Total	88	127	105	116.0	75.9	
2008	181070	Franklin County	Western Hills High School	Male	Total	60	104	82	93.0	64.5	
2011	181070	Franklin County	Western Hills High School	White	Total	154	214	178	196.0	78.6	
2010	181070	Franklin County	Western Hills High School	White	Total	170	240	190	215.0	79.1	
2009	181070	Franklin County	Western Hills High School	White	Total	170	227	194	210.5	80.8	
2008	181070	Franklin County	Western Hills High School	White	Total	116	183	153	168.0	69.1	
2011	181070	Franklin County	Western Hills High School	Afr. Am.	Total	10	13	12	12.5	80.0	
2010	181070	Franklin County	Western Hills High School	Afr. Am.	Total	10	10	9	10.5	95.2	
2009	181070	Franklin County	Western Hills High School	Afr. Am.	Total	10	12	10	11.0	90.9	
2008	181070	Franklin County	Western Hills High School	Afr. Am.	Total	---	---	---	---	---	
2011	181070	Franklin County	Western Hills High School	Hispanic	Total	---	---	---	---	---	

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***District Factors Impacting AFGR

A=Alternate Programs, B=Economic Issues.

C=Excluded Completers D=Small Student Population.

E=Unstable Student Population

**Graduation Rates 2008 - 2011
Averaged Freshman Graduation Rate (AFGR)**

Year	Code	District Name	School Name	Gender	Ethnicity	AFGR Graduates	Grade 9 Membership	Grade 10 Membership	AFGR Average Membership	AFGR Graduation Rate	District Factors Impacting AFGR**
2010	181070	Franklin County	Western Hills High School	Total	Hispanic	---	---	---	---	---	---
2009	181070	Franklin County	Western Hills High School	Total	Hispanic	---	---	---	---	---	---
2008	181070	Franklin County	Western Hills High School	Total	Hispanic	---	---	---	---	---	---
2011	181070	Franklin County	Western Hills High School	Total	Asian	---	---	---	---	---	---
2010	181070	Franklin County	Western Hills High School	Total	Asian	---	---	---	---	---	---
2009	181070	Franklin County	Western Hills High School	Total	Asian	---	---	---	---	---	---
2008	181070	Franklin County	Western Hills High School	Total	Asian	---	---	---	---	---	---
2011	185	Fulton County	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2010	185	Fulton County	DISTRICT TOTAL	Total	Total	31	47	41	44.0	70.5	---
2009	185	Fulton County	DISTRICT TOTAL	Total	Total	48	63	58	63.0	76.2	---
2008	185	Fulton County	DISTRICT TOTAL	Total	Total	56	85	60	72.5	77.2	---
2011	185	Fulton County	DISTRICT TOTAL	Total	Total	50	70	55	62.5	80.0	---
2010	185	Fulton County	DISTRICT TOTAL	Total	Total	13	18	16	17.0	76.5	---
2009	185	Fulton County	DISTRICT TOTAL	Total	Total	20	28	24	26.0	76.9	---
2008	185	Fulton County	DISTRICT TOTAL	Total	Total	30	35	30	32.5	92.3	---
2011	185	Fulton County	DISTRICT TOTAL	Total	Total	25	31	21	26.0	96.2	---
2010	185	Fulton County	DISTRICT TOTAL	Total	Total	18	29	25	27.0	66.7	---
2009	185	Fulton County	DISTRICT TOTAL	Total	Total	28	40	34	37.0	75.7	---
2008	185	Fulton County	DISTRICT TOTAL	Total	Total	26	50	30	40.0	65.0	---
2011	185	Fulton County	DISTRICT TOTAL	Male	Total	25	39	34	36.5	68.5	---
2010	185	Fulton County	DISTRICT TOTAL	Male	Total	18	28	25	26.5	67.9	---
2009	185	Fulton County	DISTRICT TOTAL	Male	White	33	48	41	44.5	74.2	---
2008	185	Fulton County	DISTRICT TOTAL	Male	White	37	60	43	51.5	71.8	---
2011	185	Fulton County	DISTRICT TOTAL	Total	White	34	49	41	45.0	75.6	---
2010	185	Fulton County	DISTRICT TOTAL	Total	Afr. Am.	13	19	16	17.5	74.3	---
2009	185	Fulton County	DISTRICT TOTAL	Total	Afr. Am.	15	20	17	18.5	81.1	---
2008	185	Fulton County	DISTRICT TOTAL	Total	Afr. Am.	19	25	17	21.0	90.5	---
2011	185	Fulton County	DISTRICT TOTAL	Total	Afr. Am.	14	19	13	16.0	87.5	---
2010	185	Fulton County	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	---
2009	185	Fulton County	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	---
2008	185	Fulton County	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	---
2011	185	Fulton County	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	---
2010	185	Fulton County	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	---
2009	185	Fulton County	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	---
2008	185	Fulton County	DISTRICT TOTAL	Total	Hispanic	---	---	---	---	---	---
2011	185	Fulton County	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2010	185	Fulton County	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2009	185	Fulton County	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2008	185	Fulton County	DISTRICT TOTAL	Total	Asian	---	---	---	---	---	---
2011	185030	Fulton County	Fulton County High School	Total	Asian	---	---	---	---	---	---
2010	185030	Fulton County	Fulton County High School	Total	Total	31	47	41	44.0	70.5	---
2009	185030	Fulton County	Fulton County High School	Total	Total	48	68	58	63.0	76.2	---
2008	185030	Fulton County	Fulton County High School	Total	Total	---	---	---	---	---	---
2011	185030	Fulton County	Fulton County High School	Total	Total	---	---	---	---	---	---
2010	185030	Fulton County	Fulton County High School	Total	Total	---	---	---	---	---	---
2009	185030	Fulton County	Fulton County High School	Total	Total	---	---	---	---	---	---
2008	185030	Fulton County	Fulton County High School	Total	Total	---	---	---	---	---	---
2011	185030	Fulton County	Fulton County High School	Female	Total	13	18	16	17.0	76.5	---
2010	185030	Fulton County	Fulton County High School	Female	Total	20	28	24	26.0	76.9	---
2009	185030	Fulton County	Fulton County High School	Female	Total	---	---	---	---	---	---
2008	185030	Fulton County	Fulton County High School	Female	Total	---	---	---	---	---	---

KDE.OAA.DADI:8/8/2012

--- Indicates insufficient counts to generate rates.

**** Indicates reconfigured school rates cannot be computed.

Data Caution: Small student populations may experience significant percentage changes based on a few students.

**District Factors Impacting AFGR

A=Alternate Programs, B=Economic Issues,

C=Excluded Completers D=Small Student Population,

E=Unstable Student Population

BRIEFING PACKET

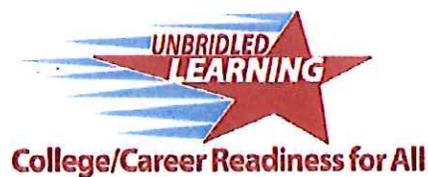
Graduation Rate Data

2011 State Trends



August 8, 2012

Kentucky Department of Education
Terry Holliday, Ph.D., Commissioner



The United States Department of Education (USED) approves graduation rate formulas that states use to generate federal reports. USED expects all states to eventually use the Cohort formula. Until the Cohort formula is available for Kentucky, the USED requires Kentucky to use the Averaged Freshman Graduation Rate (AFGR). The AFGR is scheduled to be Kentucky's graduation rate formula until the cohort graduation rate can be calculated beginning with 2013 graduates.

District Factors Impacting AFGR

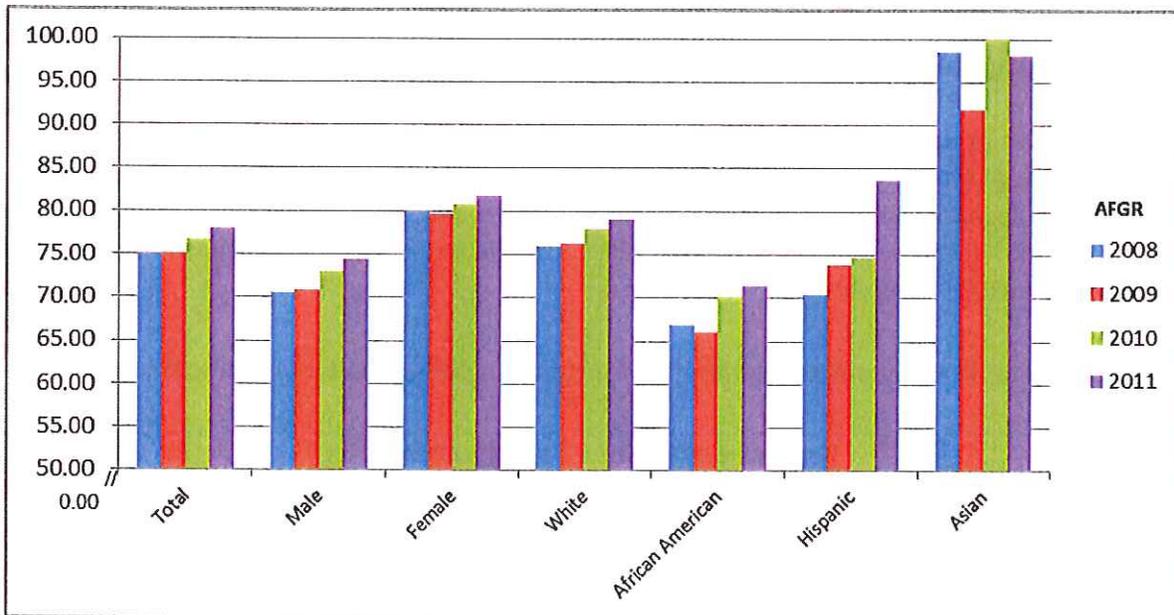
The AFGR formula is based on the assumption that membership is consistent over time. The formula does not capture district or community factors that may have caused a loss in population over four years, which impact negatively the AFGR, or a gain in population that impacts positively. These factors are grouped into the following categories: Alternate Programs, Economic Issues, Excluded Completers, Small Student Population and Unstable Student Population. A summary of information provided from 31 districts that have district or community factors that have negatively impacted their AFGR can be found on the KDE website at www.education.ky.gov or by searching for Graduation Rate Data. In this same location, you can find the Kentucky district- and school-level graduation rate files.

The Overview of the Kentucky Graduation Rate - Transition to a Cohort Model can be found on page 4.

Questions regarding this data can be sent to the KDE Assessment Mailbox (kdeassessment@education.ky.gov) or by phone at (502) 564-9853.

Averaged Freshman Graduation Rate (AFGR)

Averaged Freshman Graduation Rate (AFGR)*							
	Total	Male	Female	White	African American	Hispanic**	Asian
2008	75.0	70.5	79.9	75.9	66.8	70.5	98.5
2009	75.1	70.9	79.6	76.3	66.1	73.8	91.8
2010	76.7	73.0	80.8	77.9	70.1	74.7	100.0
2011	78.0	74.4	81.8	79.1	71.3	83.6	98.1



*2011 AFGR will be used for 2012 accountability to meet ESEA flexibility requirements.

**Note: The implementation of new ethnicity data collection requirements in 2011 impacted the students identified in the Hispanic group and trends should be interpreted with caution.

Kentucky Graduation Rate—Transition to a Cohort Model Overview

Federal regulations require that all states eventually report graduation rates for all students (aggregate) and for specific student groups (disaggregate) using a cohort model. Kentucky has worked with the United States Department of Education on a transitional plan for reporting graduation rate with a cohort model. The plan allows Kentucky time to implement completely the tracking of individual students in the state Student Information System (SIS).

Kentucky’s approved Cohort Graduation Rate Plan includes the steps necessary to meet federal expectations for reporting graduation rate with a cohort model. A critical element is the reporting of graduation rates in both the aggregate and disaggregated by group.

Kentucky began using the Averaged Freshman Graduation Rate (AFGR) as a transitional method to report disaggregated graduation rates with the 2010 graduation rate data release, which was used for accountability reporting in summer 2011 (using data from school year/“class of 2009-10”). The AFGR from the prior year will continue to be used in accountability for two additional years (2012 and 2013).

The following table summarizes the timeline for reporting of Kentucky’s graduation rate.

Reporting of Kentucky’s Graduation Rate				
Data from School Year “Class of...”	Graduation Rate - Data Release		Determination for Accountability	
	Timeline	Graduation Rate Calculation Reported	Timeline	Graduation Rate Calculation Used
2010-11	Summer 2012	AFGR	Fall 2012	AFGR
2011-12	Summer 2013*	AFGR	Late Summer 2013*	AFGR
2012-13	Summer 2013	Cohort (4 yr.)	Late Summer 2013	(Goals set for 2014)
2013-14	Summer 2014	Cohort (4 yr./5yr.)	Late Summer 2014	Cohort (4 yr.)
2014-15	Summer 2015	Cohort (4 yr./5yr.)	Late Summer 2014	Cohort (5 yr.)

Note: The 2013 cohort graduation rate will be initially released in late summer 2013 with goals set for the 4 year rate. In 2014, the 4 year cohort graduation rate will be used for accountability and goals will be set for the 5 year rate. In 2015, Kentucky plans to use the 5 year cohort graduation rate for accountability.

*2011-12 year data will be released in the Summer of 2013 because graduation rate data reporting has previously been lagged a year. With the implementation of the 2012-2013 Cohort year, graduation rate reporting will no longer be lagged and will occur immediately following the close of school year.

Kentucky's Transitional Method – Averaged Freshman Graduation Rate (AFGR)

The AFGR provides an estimate of the percentage of high school students who graduate on time. The rate uses aggregate student membership data to estimate the size of an incoming freshman class and aggregate counts of the number of regular diplomas awarded four years later. The incoming freshman class size is estimated by summing the membership in grade 9 for one year and grade 10 for the year after and then dividing by two. The averaging is intended to account for higher grade retentions in the 9th grade in order to estimate the number of first-time 9th graders. Although not as accurate as an on-time graduation rate computed from a cohort of students using student record data, this estimate of an on-time graduation rate can be computed with currently available data.

The following formula is an example of the **2011 Averaged Freshman Graduation Rate (AFGR)**.

$$\frac{2011 \text{ graduates with standard diploma in 4 years } plus \text{ 2011 graduates with standard diploma and an IEP specifying more than 4 years to graduate}}{\text{Membership in (Grade 9 in fall 2007 } plus \text{ Grade 10 in fall 2008)}/2}$$

Note: The National Center for Education Statistics (NCES) definition includes grade 8 in the denominator to estimate the freshmen class, but Kentucky will only use data from grades 9 and 10 in order to calculate consistent school and district rates for accountability purposes.

Kentucky's Final Method – Cohort Graduation Rate

With implementation of the new state Student Information System (SIS) at the end of the 2008-09 school year, Kentucky began tracking cohorts (first-time in grade 9) beginning with the 2009-10 school year. This has allowed Kentucky to track the 2009-10 grade 9 cohort through the system until the cohort is scheduled to graduate four years later (2013).

The cohort formula is a four-year graduation rate (i.e., on-time graduates). Kentucky plans to report a four-year and five-year rate with the cohort model, while the federal government must approve the inclusion of five-year graduates for accountability determinations. The four-year cohort graduation rate reflects graduates that complete in four years with no distinction made for students with Individualized Education Plans stating additional time is required for graduation. IEP students requiring more than four years would be included in the Extended-Year Adjusted Cohort Graduation Rate.

Although it is possible changes may occur as the cohort graduation rate process is implemented in Kentucky, the following definitions are found in current federal guidance documents.

Four-Year Adjusted Cohort Graduation Rate

The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during grade 9 and the next three years and subtracting any students who transfer out, emigrate to another country or die during that same period.

The following formula provides an example of the four-year graduation rate for the cohort entering 9th grade for the first time in the fall of 2009 and graduating by the end of summer 2013.

$$\frac{\text{Number of cohort members who earned a regular high school diploma by the end of the 2012-13 school year}}{\text{Number of first-time 9th graders in fall 2009 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate or die during school years 2009-10, 2010-11, 2011-12 and 2012-13}}$$

Extended-Year Adjusted Cohort Graduation Rate

An extended-year adjusted cohort graduation rate is defined as the number of students who graduate in four years or more with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate, provided that the adjustments add to the cohort all students who transfer into the cohort by the end of the year of graduation being considered and subtract students who transfer out, emigrate to another country or are deceased by the end of that year.

The following formula provides an example of the calculation of a five-year adjusted cohort graduation rate based on the class entering 9th grade in fall 2009 and graduating five years later at the end of the 2014 school year.

$$\frac{\text{Numerator in the four-year adjusted cohort graduation rate plus the number of students from the cohort who earned a regular high school diploma by the end of the 2014 school year}}{\text{Denominator in the four-year adjusted cohort graduation rate plus students who transferred in during the 2013-14 school year minus students who transferred out, emigrated or died during the 2013-14 school year}}$$

Franklin County

2012 Kentucky County Profile

The 2012 County Profile is produced by the Kentucky P-20 Data Collaborative. The Collaborative is a joint effort of the Kentucky Department of Education (KDE), Council on Postsecondary Education (CPE), Education Professional Standards Board (EPSB) and the Kentucky Education and Workforce Development Cabinet. The report includes the most current data available for Kentucky counties, Area Development Districts (ADDs), and Workforce Investment Boards (WIBs) on demographics, employment, college readiness and educational attainment.

What are some basic facts about Franklin County residents?

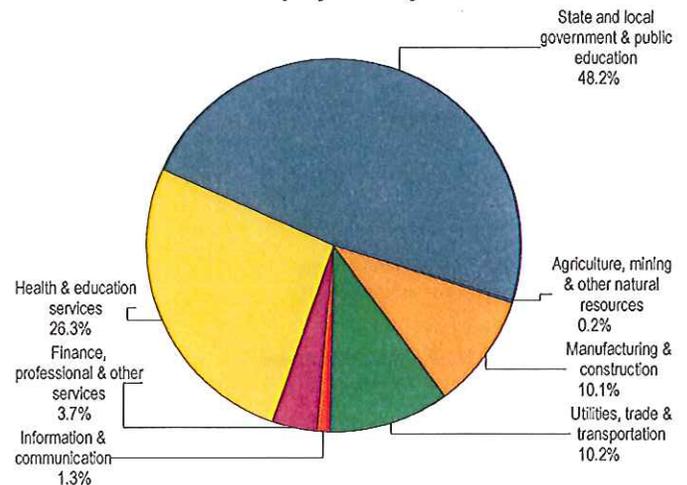
	County	KY	US
Total population	49,285	4,339,367	308,745,538
Median household income	\$47,976	\$41,576	\$51,914
Per capita income	\$26,857	\$22,515	\$27,334
Living in poverty	13.9%	17.7%	13.8%
Eligible for Medicaid	13.9%	18.2%	n/a
Without medical insurance	15.5%	16.5%	16.1%
Registered voters who voted in the 2008 general election	73.2%	64.0%	72.5%
Unemployment rate	8.9%	10.5%	9.6%
Access to Broadband Internet	99.8%	93.1%	n/a

Are Franklin County graduates prepared for college?

	County	KY
Average GPA for 2010 graduates	2.69	2.84
Average junior year ACT Composite score for 2010 graduates	19.1	18.6
Graduates ready for college level mathematics	44.0%	36.9%
Graduates ready for college level English	57.8%	49.3%
Graduates ready for college level reading	45.9%	41.0%

What industries provide employment in Franklin County?

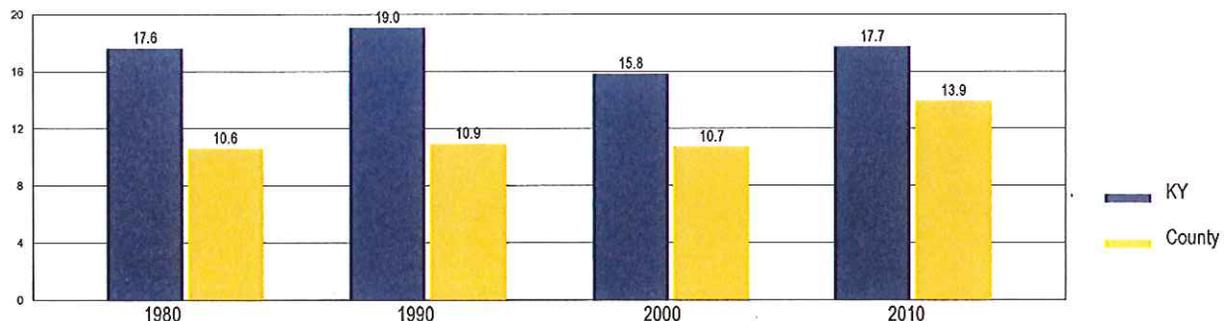
2010 Employment by Sector

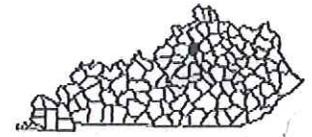


What is the education attainment of Franklin County residents?

	County	KY	US
Less than a high school diploma or equivalent	14.5%	19.0%	15.0%
High school diploma or equivalent	33.4%	34.4%	29.0%
Some college but no degree	20.4%	19.6%	20.6%
Associate's degree	4.4%	6.6%	7.5%
Bachelor's degree	17.5%	12.1%	17.6%
Graduate or professional degree	9.7%	8.2%	10.3%

1980-2010 Percentage of Franklin County Households Living in Poverty



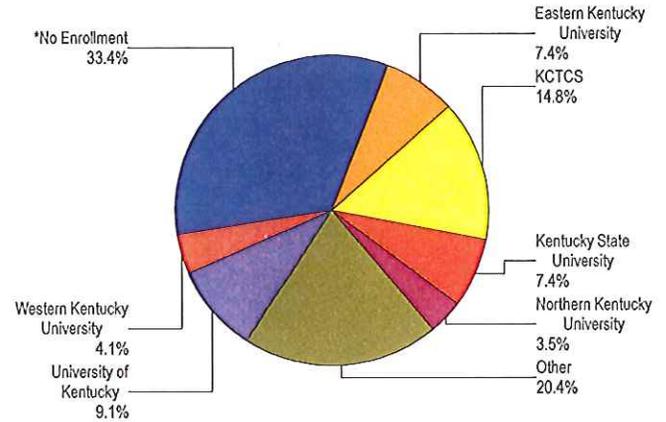


What is the education pipeline for Franklin County?

	County	KY
Public K-12 enrollment in 2010-2011	6,616	647,827
Private K-12 enrollment in 2010-2011	698	70,862
Special education population in 2010-2011	779	87,181
Students with free and reduced lunch in 2010-2011	50.3%	55.8%
Students enrolled in Kentucky Virtual High School in 2011-2012	28	756
Public high school graduates in 2009-2010	515	43,711
Kentucky Adult Education enrollments for 2010-2011	464	38,654
GEDs awarded in 2010-2011	111	10,294
High school graduates (public) entering postsecondary education in 2010-2011	323	26,858
In-state college going rate in 2010-2011	57.3%	56.7%
Out-of-state college going rate in 2010-2011	5.6%	4.8%
Students earning a postsecondary certificate or diploma in 2010-2011	61	9,659
Students earning an associate's degree in 2010-2011	79	8,519
Students earning a bachelor's degree in 2010-2011	180	17,019
Students earning a bachelor's degree in science, technology, engineering, or mathematics (STEM) in 2010-2011	38	4,265
Students earning a graduate or professional degree in 2010-2011	87	7,138
National Career Readiness Certificates (NCRC) awarded in 2011	55	11,450
Bachelor's degree six-year graduation rate for 2005 cohort	38.4%	47.7%
Associate's degree three-year graduation rate for 2008 cohort	14.7%	13.8%

What were the top college choices for Franklin County public high school graduates?

2010 Public High School Graduates College Enrollments

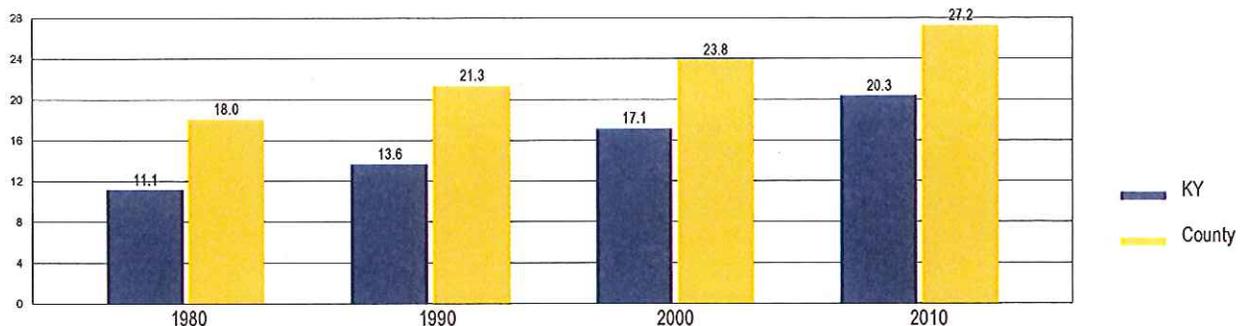


*This percentage may be slightly understated if students attended more than one institution.

How much financial aid do college undergraduates from Franklin County receive?

	Dollars	Awards
Federal grants and scholarship awards for 2010-2011	\$4,046,920	1,090
Institutional grants and scholarship awards for 2010-2011	\$1,750,241	285
Kentucky Ed. Excellence Scholarships (KEES) awards for 2010-2011	\$1,028,854	757
Undergraduate student loans for 2010-2011	\$8,686,007	1,231

1980-2010 Percentage of Adults with a Bachelor's Degree or Higher in Franklin County

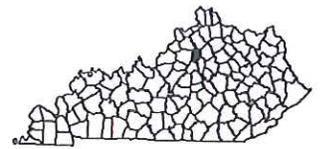


Sources: US Census 2008-2010 American Community Survey, US Department of Education, Kentucky Department of Education, Kentucky Higher Education Assistance Authority, Kentucky Office of Employment and Training, Kentucky State Board of Elections, US Census Small Area Health Insurance Estimates Program, Kentucky Department for Medicaid Services, National Telecommunications and Information Administration, Kentucky Adult Education, and the Council on Postsecondary Education. Complete descriptions of sources and methodologies may be found in the technical notes at the end of the County Profiles or through the Kentucky P-20 Data Collaborative website at the address below.



FRANKLIN COUNTY

KENTUCKY POSTSECONDARY EDUCATION PROFILE 2008-10



General Population Data

	County	Ky	US
Total population	47,687	4,041,769	281,421,906
Median household income	\$40,011	\$33,672	\$41,994
Per capita income	\$21,229	\$18,093	\$21,587
Living in poverty	10.7 %	15.8 %	12.4 %
Eligible for Medicaid	11.6 %	17.6 %	na
Without medical insurance	10.7 %	13.3 %	14.2 %
Registered voters who voted in 2004 general election	72.6 %	64.7 %	70.9 %
Unemployment rate	4.7 %	5.7 %	4.6 %
Use the Internet at home	71.8 %	64.0 %	na

Highest Level of Education

	County	Ky	US
Less than a high school diploma or equivalent	21.2 %	25.9 %	19.6 %
High school diploma or equivalent	31.4 %	33.6 %	28.6 %
Some college but no degree	19.6 %	18.5 %	21.0 %
Associate's degree	3.9 %	4.9 %	6.3 %
Bachelor's degree or higher	23.8 %	17.1 %	24.4 %

Educational Pipeline

	County
High school graduates in 2006	409
In-state college-going rate for 2006 high school graduates	56.6 %
Kentucky Adult Education enrollments in 2006-07	812
GEDs awarded in 2006-07	163
Students entering postsecondary education in summer or fall 2006	441
Students earning an associate's degree in 2006-07	50
Students earning a bachelor's degree in 2006-07	178
Students earning a bachelor's degree in science, technology, engineering, or mathematics in 2006-07	62
Students earning a graduate or professional degree in 2006-07	71
Students enrolled in distance learning college courses in fall 2006	255
Students enrolled in Kentucky Virtual Campus courses in fall 2006	94
Bachelor's degree six-year graduation rate for 2006	49.3 %
Number of additional bachelor's degree holders needed in this county to match the national average	180

College Readiness

	County	Ky
Average ACT score	21.2	20.6
% entering college with developmental needs in one or more subjects	46.1 %	45.9 %
% entering college with developmental needs in mathematics	37.0 %	35.4 %
% entering college with developmental needs in English	31.2 %	28.6 %

Employment by Sector

	County	Ky
Agriculture, mining, & other natural resources	na	28,251
Manufacturing & construction	3,868	346,324
Retail, wholesale, transportation, & utilities	3,433	373,216
Finance, professional, & business services	3,573	258,647
Health & educational services	2,422	215,834
Government & public education	15,833	293,968
Leisure, hospitality, & other services	3,076	209,629

Undergraduates & Alumni

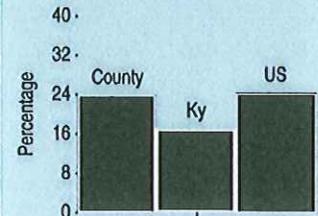
	Enrollment	Alumni
University of Kentucky	269	2,507
University of Louisville	58	333
Eastern Kentucky University	113	1,541
Kentucky State University	503	964
Morehead State University	39	348
Murray State University	37	263
Northern Kentucky University	23	75
Western Kentucky University	79	266
KCTCS	406	479
Independent colleges & universities	206	1,745
Total from this county	1,733	8,521

Financial Aid to Students From This County

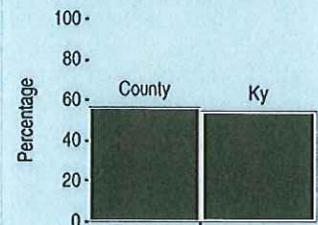
	Dollars	Awards
Federal Pell awards	\$1,803,493	706
Federal loans	\$3,983,043	654
Kentucky Ed. Excellence Scholarships (KEES)	\$977,740	682
Kentucky need-based grants	\$1,089,061	508

KEY FACTS

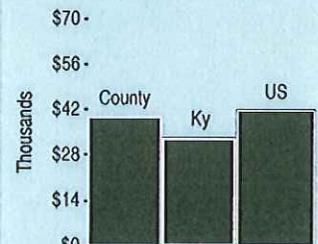
Percentage of Adults With a Bachelor's Degree or Higher



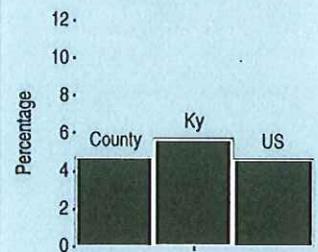
In-State College-Going Rate



Median Household Income



Unemployment Rate



Sources: US Census 2000, US Department of Education, Kentucky Department of Education, Kentucky Higher Education Assistance Authority, Kentucky Office of Employment and Training, ACT, Inc, Kentucky State Board of Elections, Dave Leip's Atlas of U.S. Presidential Elections, US Census Small Area Health Insurance Estimates Program, Kentucky Department for Medicaid Services, ConnectKentucky, Kentucky Adult Education, and the Council on Postsecondary Education. Complete descriptions of sources and methodologies may be found in the technical notes at the end of the 2008-10 County Profiles or through the Kentucky Postsecondary Education Data Portal at the Web address below.



Visit the Kentucky Postsecondary Education Data Portal, <http://cpe.ky.gov/info>



NARRATIVE #2



Kentucky Work Ready Communities

Narrative 2: National Career Readiness Certificate Attainment:

Present a plan to raise the National Career Readiness Certificate rate to 15% of working age (18-64) adults within three years. Plan should include promotional strategies, training availability, and encouraging employer recognition of the certificate.

In fall of 2011, the Frankfort Chamber set our Goals and Objectives for the upcoming year. In our goals for 2012 the board stressed the need to develop programs that will assist employers, employees and our community. Some of our goals were to:

- * Explore opportunities to partner with KY State University
- * Work with Bluegrass Area Development District and Center KY Career Center
- * Explore high school programs that are currently being offered to prepare students for the Workforce
- * Work and support the Workforce Development Council on programs to enhance workforce development training and engagement
- * Work with the Workforce Development Council to report on actions that need to be taken to update the skills training and workforce readiness for Frankfort and Franklin County community.

Now more than ever American businesses need a strong, skilled workforce to overcome today's challenges. The National Career Readiness Certificate (NCRC) is a great step in building a community workforce and provides a valuable tool in assisting employers to make employment and training decisions. The current number of NCRC holders in Frankfort and Franklin County are 248 or .78% of the total workforce of 31,738. Increasing the number of NCRC and NCRC Plus in our community will take a team effort and one the Frankfort Work Ready Community Committee and our partners are ready to see achieved.

Gaining Knowledge about the NCRC

Gaining knowledge about the National Career Readiness Certificate is key to employers and employees alike, along with committee members. The first way to gain this knowledge is by partnering with the local agencies that hold the knowledge. Working with Bluegrass Area Workforce Development District team members, the local Office of Employment and Training, and Thorn Hill Education Center, has proven to be a great assist to our committee. The knowledge the Work Ready Community committee members have gained allows us to promote the NCRC through speaking engagements and personal one-on-one conversations.

Thorn Hill Education Center offers an NCRC Certification service to the Frankfort and Franklin County community. This service includes online courses, instructors if additional classes are needed to assist in developing skills, and a self-study program. Part of Thorn Hill Education Center is the Franklin County Adult Education (FCAE), which is in the top 10% of all Adult Educations programs in KY, (number 11 out of 120 counties). Funded through local donations, Thorn Hill staff is dedicated to administering NCRC examinations in our community. Thorn Hill has administered 44 silver and 13 gold NCRC Certificates from 2009-2012.

The Frankfort Area Chamber of Commerce has partnered with Thorn Hill Education Center on Tomorrow's Workforce Now to provide grant funding for 20 businesses and 20 of their employees to take the NCRC Plus example. Chamber and Thorn Hill staff will meet with local industries to invite them to participate in this new program. Our mission is to educate our employers on the NCRC program and how it will benefit their businesses. The Work Ready Community committee's goal is to inform and sign up local employers who will support the NCRC certification in their hiring practices. Our partnerships with Thorn Hill Education Center and OET will provide an avenue for local employers to test their current and future employees.

The Work Ready Community committee will continue to partner with the local Office of Employment and Training (OET) office. OET offers NCRC testing to local businesses and has staff knowledgeable of the programs benefits. OET staff has recently spoken at the August Chamber Membership Luncheon and will speak again in September to another local organization.

Increasing the Ask for the NCRC Certificates

In order to increase the importance of the NCRC in the Frankfort and Franklin County community, it is essential that we get our employers to ask for the NCRC certification as part of their Condition of Hire. The Frankfort Area Chamber of Commerce, Kentucky Capital Development Corporation, and Work Ready Community partners will build partnerships throughout our community to help support the NCRC certification. This goal will be achieved through one-on-one meetings, local media outlets, social media, press releases, and testimonials. Our promotional effort will aim to specifically reach targeted segments of our community such as

- Industry Roundtable members
- Logistics and distribution Centers
- Hospital and Medical Care facilities
- Local and County governments
- University and Educational

Promotion and Marketing

To achieve a great event/program, you must first look at how you are going to market and promote the event/program. As with any event, the Chamber along with our Work Ready Community Committee will set up a Business and Marketing Plan. This will ensure all aspects of the NCRC and Work Ready Program are covered in advertising and promotion. As part of this plan the Chamber will work with current community partners and our Industrial Roundtable businesses to promote the NCRC certification. The Chamber has built a network of over 750 business and individual members and numerous partnerships throughout Franklin County and in the region. The Frankfort Chamber and our community partners has begun reaching out to area businesses and organizations through speaking engagements and meetings. Since work began on the Work Ready Community process in June 2012, we have been able to build a list of organizations and local programs that want to be a part of the process to build Frankfort's workforce skills.

Our Marketing Plan to achieve these criteria will highlight the benefits of the NCRC to employers by:

- Improved quality of new hires
- Skilled workforce
- Reduce employee turnover
- Onsite Training
- Reduced costs for training and testing

The Chamber will continue to use the NCRC video featuring Dave R. Williams, Vice President of Northwest Natural in Portland Oregon to show employers how the NCRC will benefit their companies. We will build knowledge within the community by providing Office of Employment and Training brochure "Stand Up for a Skilled Workforce" at Chamber events and speaking engagements.

The Chamber will use local media to i.e.: newspaper article, Cable advertising, Facebook, and Chamber electronic E-news and Newsletter to promote the NCRC program and benefits to area business and industry owners.

The Chamber and Thorn Hill Education Center have partnered to offer Tomorrow Workforce Now initiative to area businesses as well. Representatives from both offices will meet with industry leaders to review their current testing and skills development procedures to gain more insight to the type of skills each company needs. Our goal is to show our industry leaders that with one test, they will be able to determine the best fit for their company depending on the skills they need.

Tracking our Success – The Chamber will partner with Thorn Hill Education Center and the Office of Employment and Training to develop a program that will allow committee members to track businesses and industries that sign up or begin offering for the NCRC testing. Work Ready Community committee members will be kept up-to-date on businesses/industries that sign up and the Chamber will monitor the tests through our partners.

TAKE A STAND—WE DID!

“At a time when millions of Americans face unemployment, manufacturing jobs with excellent salaries—and across all skill levels and sectors—are unfilled because of the lack of qualified applicants. These tough economic times call for clear pathways to skills in demand to help new and transitioning workers prepare for good jobs. The National Career Readiness Certificate is an ideal tool for ensuring that individuals have the essential skills they need for the workplace today.”

JOHN ENGLER, PRESIDENT, NATIONAL ASSOCIATION OF MANUFACTURERS (NAM)

“Employers work to make things predictable, uniform, and certain. Predictability, uniformity, and certainty are universal goals of executives. The National Career Readiness Certificate does this for the hiring process.”

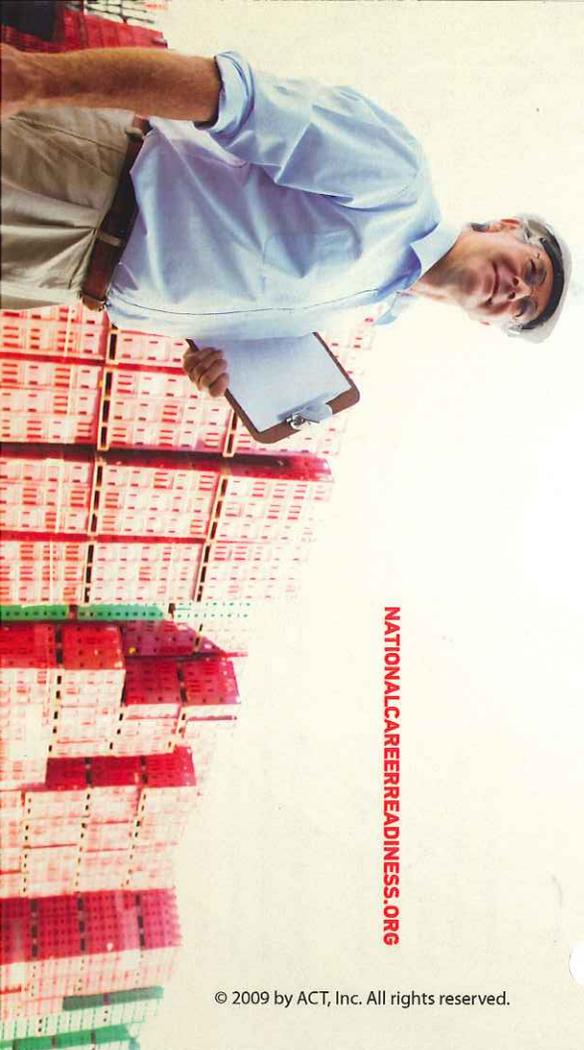
MAC MACILROY, PAST PRESIDENT, MICHIGAN MANUFACTURERS ASSOCIATION

“This program allows us not only to identify whether potential employees are available and affordable, but also to determine if they are capable of performing the work. It is an innovative response to the workforce issue.”

RONALD R. REED, PRESIDENT & CEO, MERCY HOSPITAL IOWA CITY

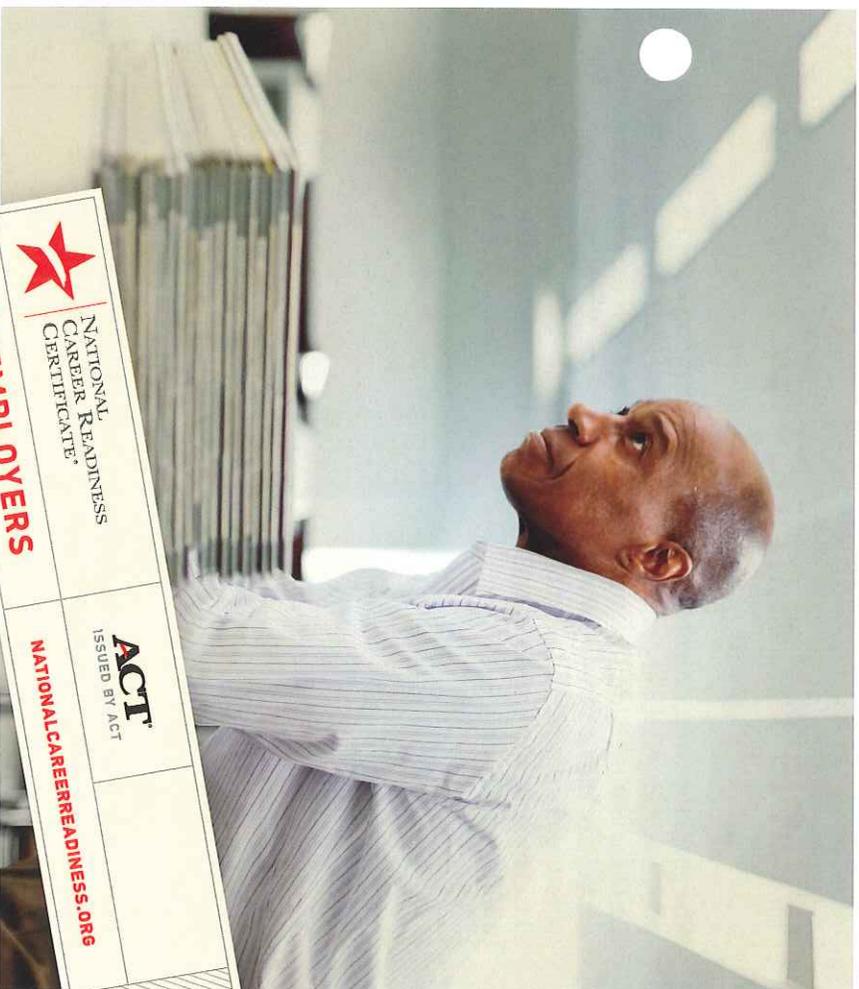
“During the employee hiring and placement process, the National Career Readiness Certificate is an effective measure of foundational skills that are often ignored until the employee is on the job. It will assist both the employer and the employee in assessing an individual’s growth potential and matching the skill sets required by the job.”

MICHAEL WAPP, DIRECTOR OF BUSINESS/IT SOLUTIONS, AEGON



NATIONALCAREERREADINESS.ORG

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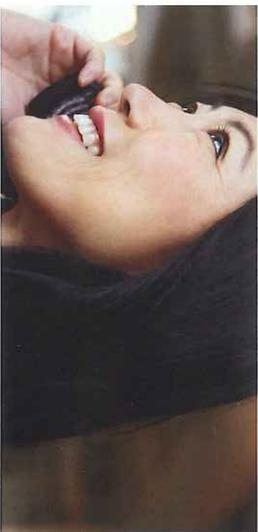


STAND UP FOR A SKILLED WORKFORCE

WHAT IS THE CERTIFICATE?

Now more than ever, American businesses need a strong, skilled workforce to overcome today's challenges. When you ask for the National Career Readiness Certificate, issued by ACT, at your business you'll find only the most skilled employees. The Certificate is the work-related skills credential, providing objective documentation of employees' skills that can be accepted nationwide. It is composed of three WorkKeys® assessments that measure skills critical to on-the-job success:

- APPLIED MATHEMATICS
- READING FOR INFORMATION
- LOCATING INFORMATION



THE CERTIFICATE IS AWARDED AT THREE LEVELS BASED ON AN INDIVIDUAL'S PERFORMANCE ON THE ASSESSMENTS:



<p>PLATINUM</p> <p>skills for 99% of the jobs in ACT's extensive database of occupational profiles—the largest of its kind.</p>	<p>GOLD</p> <p>skills for 90% of the jobs in our database.</p>	<p>SILVER</p> <p>skills for 65% of the jobs in our database.</p>
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GO TO NATIONALCAREERREADINESS.ORG



A PROVEN SUCCESS

The Certificate is a proven, successful program because it is based on the WorkKeys system that employers have used for nearly 20 years to document real results, including decreased turnover and training time. Along with other education and background information, The Certificate serves as a valuable tool in making employment and training decisions.

ASK FOR THE BEST FOR YOUR BUSINESS

Take that first important step toward standing up for a skilled workforce at your organization by asking for The Certificate. Once you do, you'll be on your way to finding the most skilled applicants.

For details on how The Certificate can best be utilized by your organization,

Joseph Paul
 NCRC Coordinator
 Office of Employment and Training
 275 East Main St., 2WA
 Frankfort, KY, 40621
 502-564-7456
Joseph.Paul@ky.gov

The world is in transition. Rapid technological advances, changing consumer demands and fluctuations in the economy require that both businesses and employees remain nimble, informed, and ready for the next big thing.

Whether you're an individual considering a new career, or a business wanting to go in a new direction, a portable credential that shows a person's skill level and work readiness is an invaluable tool in the 21st-century workplace. Learn more at ncrk.ky.gov

ACT, Inc.
 ACT is an independent, not-for-profit organization that provides a broad range of assessment, research, information, and program-management services in the areas of education and workforce development. Learn more at act.org

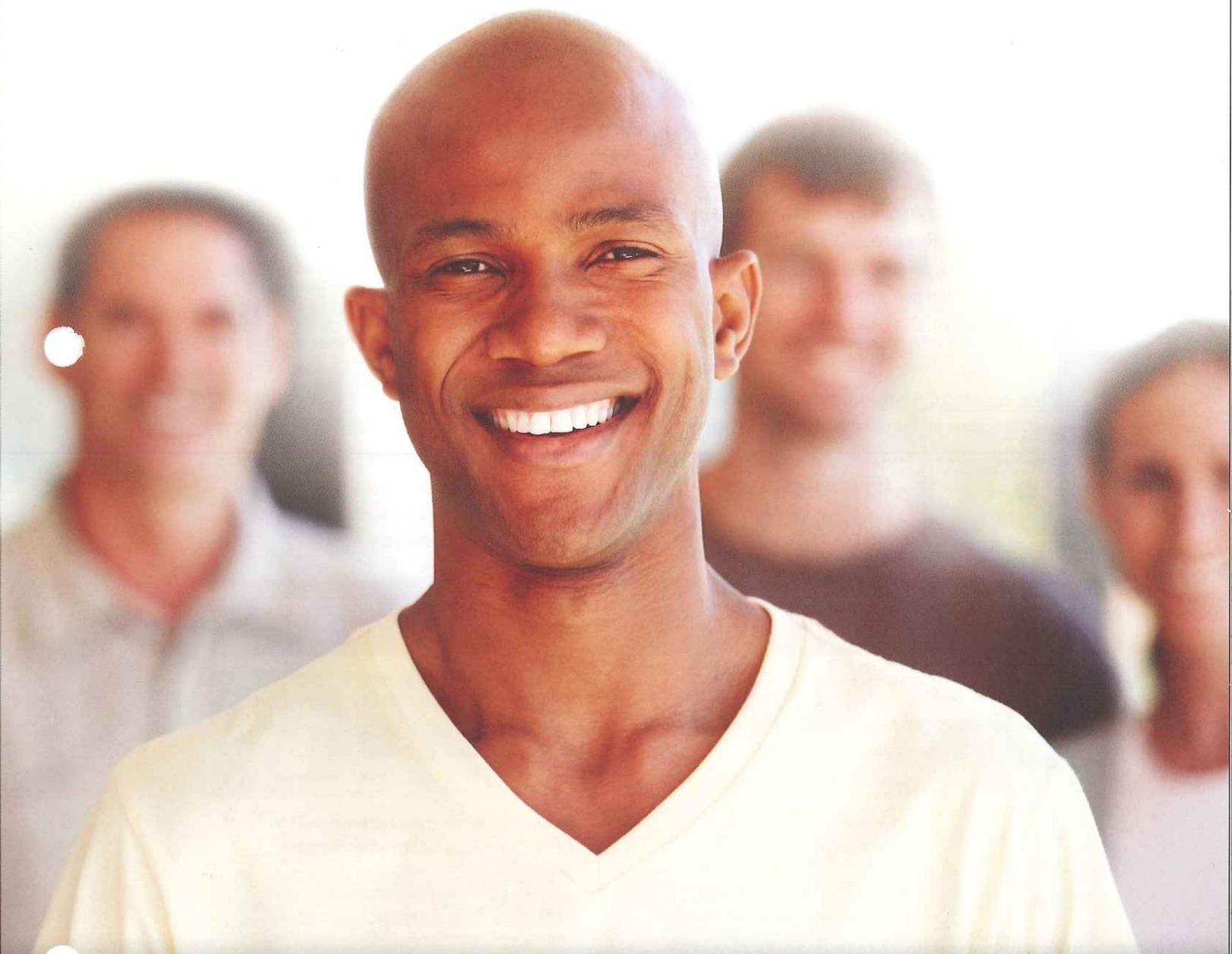
WorkKeys
 The WorkKeys system, developed by ACT, is the gold standard in workplace assessment used by thousands of companies throughout the world. Learn more at workkeys.com



NATIONAL
CAREER READINESS
CERTIFICATE®

CERTIFY

YOUR WORKFORCE



™ PART OF THE
WORKREADY SYSTEM

ACT®

ACT.ORG/WORKFORCE

WANTED: APPLICANTS WITH CERTIFIED WORKPLACE SKILLS

Employers across the country report that they are often overwhelmed by stacks of applications for only a handful of open positions. Sifting through these applications is time-consuming and inefficient. You need a way to quickly pinpoint individuals with essential, verifiable workplace skills. The National Career Readiness Certificate (NCRC™) is your solution.

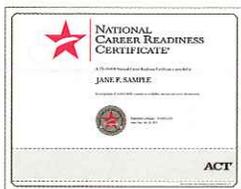
CERTIFY YOUR WORKFORCE

Ask your applicants to earn the NCRC. It's that simple. Once you do, you'll be on your way to finding qualified applicants for your job openings. The National Career Readiness Certificate, issued by ACT, is a portable, evidence-based credential that certifies essential skills needed for workplace success. This credential is used across all sectors

of the economy and verifies the following cognitive skills:

- Problem solving
- Critical thinking
- Reading and using work-related text
- Applying information from workplace documents to solve problems
- Applying mathematical reasoning to work-related problems
- Setting up and performing work-related mathematical calculations
- Locating, synthesizing, and applying information that is presented graphically
- Comparing, summarizing, and analyzing information presented in multiple related graphics

Take that first important step toward certifying your workforce by asking for the NCRC.



INDIVIDUALS CAN EARN THE NCRC BY TAKING THREE WORKKEYS® ASSESSMENTS:

- **APPLIED MATHEMATICS**
- **LOCATING INFORMATION**
- **READING FOR INFORMATION**

WorkKeys assessments measure "real world" skills that employers believe are critical to job success. Test questions are based on situations in the everyday work world.

CERTIFICATE LEVEL	LEVEL SCORE REQUIREMENTS	PERCENTAGE OF QUALIFIED JOBS IN WORKKEYS DATABASE*
Platinum	Minimum score of 6 on each of the three core areas	Examinee has necessary foundational skills for 99% of the jobs in the WorkKeys database
Gold	Minimum score of 5 on each of the three core areas	Examinee has necessary foundational skills for 93% of the jobs in the WorkKeys database
Silver	Minimum score of 4 on each of the three core areas	Examinee has necessary foundational skills for 67% of the jobs in the WorkKeys database
Bronze	Minimum score of 3 on each of the three core areas	Examinee has necessary foundational skills for 16% of the jobs in the WorkKeys database

* The Certificate is only one of many selection criteria employers use when hiring and promoting. Earning the National Career Readiness Certificate is not a substitute for meeting other job requirements. Employers who require specific levels of WorkKeys scores are encouraged to perform a job analysis. Learn more at act.org/workkeys/analysis.

MEASURE PERSONAL STRENGTHS WITH NCRC PLUS

Foundational knowledge and skills related to job tasks are the most valid predictors of work performance. Combining measures of cognitive skills with measures of work-related behaviors—or soft skills—brings even greater accuracy to predictions about an individual’s success at work or in training. In addition to the cognitive skills listed previously, the NCRC Plus ranks individuals in the following soft skills categories:

- **Work Discipline**—Productivity and dependability
- **Teamwork**—Tolerance, communication, and attitude
- **Customer Service Orientation**—Interpersonal skills and perseverance
- **Managerial Potential**—Persuasion, enthusiasm, and problem solving

Individuals can earn the NCRC Plus by taking the WorkKeys *Talent* assessment. *The Talent assessment is not required to qualify for a National Career Readiness Certificate.* The foundational skills certified by the NCRC and the NCRC Plus are recognized by thousands of employers as essential for workplace success and career advancement.



NCRC PLUS RANKING	SCORE REQUIREMENTS FOR EACH SOFT SKILL CATEGORY
★	≤ 25%
★★	26–50%
★★★	51–75%
★★★★	76–100%

FOUR STEPS TO FASTER IMPLEMENTATION

Once you have decided to use the NCRC at your organization, follow these four steps for a faster, more effective implementation.

01. PREPARE

- Learn to explain the program to others with clear, consistent statements
- Get the appropriate people at your company involved
 - Executive level (program sponsor, decision maker)
 - Human Resources staff
 - Heads or representatives of major departments

02. PLAN

- Decide how your company will use the NCRC
 - Recommend for some or all positions
 - Use for hiring and/or promoting
- Assign tasks to appropriate team members
- Review key steps and prepare to implement

03. LAUNCH

- Communicate with internal and external audiences
- Train internal stakeholders who will work with the program
- Integrate the credential into job postings and descriptions: “We recommend a National Career Readiness Certificate for all applicants to this position.”

04. BUILD

- Help applicants earn the National Career Readiness Certificate. Find a test center near you by going to act.org/workkeys/locations.html.
- Build a pool of qualified applicants

For details on how the NCRC can best be utilized by your organization, please contact ACT: **800/967-5539 | nationalcareerreadiness.org**

“The Certificate works. It’s the best system available. There’s nothing else that even comes close. When employers understand the value and see the big picture the way CG Power Systems does, they will see how their investment in their workforce can result in long-term substantial gains for the company and the economy.”

BRYAN HERRICK, DIRECTOR OF WORKFORCE AND COMMUNITY DEVELOPMENT AT JEFFERSON COLLEGE



WorkKeys®

ASSESS YOUR WORKFORCE. WorkKeys assessments measure workplace skills critical to job success. These skills are valuable for any occupation—skilled or professional—at any level of education, and in any industry. More than 10 million WorkKeys assessments have been administered. workkeys.com

ACT® PRO

Professional Credentialing Services

CERTIFY YOUR WORKFORCE. ACT® Pro—ACT Professional Credentialing Services—offers more than 35 years of experience in providing clients with a full range of customized testing services. ACT's knowledgeable, experienced staff establishes working relationships with credentialing organizations to identify and fulfill their needs. ACT maintains the highest standards of quality and performance for examination programs. As an industry leader in psychometric research, ACT focuses on validity, reliability, and standard setting. act.org/workforce



CERTIFY YOUR WORKFORCE. The National Career Readiness Certificate, issued by ACT, is an industry-recognized, portable, evidence-based credential that certifies essential skills needed for workplace success.

nationalcareerreadiness.org



DEVELOP YOUR WORKFORCE. KeyTrain® is the complete interactive learning tool for career readiness skills. At its foundation is a curriculum designed to help people master the applied workplace skills measured by the WorkKeys® assessments. This core curriculum is complemented by diagnostic tools, soft skills training, and powerful reporting capabilities to form a robust career readiness learning system. workkeys.com

Scholarship and Recognition Services

RECOGNIZING EXCELLENCE. **PROMOTING** OPPORTUNITY. ACT is a nonprofit organization with one guiding purpose: helping people achieve education and workplace success. Scholarship programs support this mission. ACT's Scholarship and Recognition Services offer a full spectrum of consulting and program management services to organizations that provide scholarships for education and career development. act.org/recognition



NARRATIVE #3



Kentucky Work Ready Communities

Narrative 3: Education Attainment

Present a plan to increase the Educational Attainment rate to 32 percent within 3 years (KY average) and 39 percent within five years (national average) Percentage of Adults ages 18-64 with an Associate's Degree or Higher

Based on information from the Kentucky P-20 Data Collaborative, **Franklin County is ranked 13th in KY with 29.8% of individuals 18-64 yr old adults with at least a two year degree.** The Kentucky P-20 Data Collaborative is a joint effort from the Kentucky Department of Education (KDE), the Council on Postsecondary Education (CPE), the Education Professional Standards Board (EPSB), and the Kentucky Education and Workforce Development Cabinet that links data together from early childhood, K-12, postsecondary, teacher licensure and preparation and other sources to allow the state to develop a broader understanding about the educational process as a seamless system.

Upward Bound at Kentucky State University is comprised of both a rigorous academic and summer component. Students must be either low-income and/or first generation college students. A student can also be a ninth grader at risk for academic failure (grade point average below 2.5, score below proficient on Math, Science, and English, have not taken Pre-algebra, Algebra I, Geometry at the end of their eighth grade year). During the summer, Upward Bound hosts a six-week residential component that gives students the opportunity to reside on the historic Kentucky State University campus. While on the campus of Kentucky State University, UB participants receive the "college experience." By taking summer classes in English, Writing, Math, and Science as well as Foreign Language, students are prepared for the upcoming school year while being prepared for college. Participants are also enriched in computer skills, ACT test prep, educational and cultural trips to various locations, as well as trips to colleges and universities during the summer program.

Kentucky State University –has also implemented several programs that will engage students to want to continue their education. The **Youth Entrepreneurship Program** is a one-week residential program conducted on the Kentucky State University campus which provides students with opportunities to use their imagination to create their own job, earn money, and give back to their community. The program includes site visits to innovative businesses, meetings with entrepreneurs, opportunities to try new things, and a fast-paced week of learning. At the end of the program, participants leave with a business plan for starting their own business - and the confidence to implement that plan.

AgDiscovery Program is a two-week, residential program targeting diverse students from limited-resource communities who are interested in careers in animal science and veterinary medicine. The USDA's Animal and Plant Health Inspection Service (APHIS) partners with various universities and colleges to deliver the AgDiscovery program at locations throughout the country. Each university's program focuses on a specific area of interest to our Nation's agriculture, such as plant health, entomology, veterinary science, animal care, biotechnology, and agribusiness. The curriculum is designed to introduce animal science and veterinary medicine through structured educational activities. Students selected to participate in AgD will have hands-on experiences through lab and research projects, workshops, and site visits, including animal dissections and autopsies. AgD participants receive assistance in techniques that will improve skills on standardized exams such as the ACT, and will also participate in a variety of character and team-building activities, which require the use of math, science and technology.

Research and Extension Apprenticeship Program (REAP) is a five-week residential premier program included in KSU's youth development initiative, Creating Opportunities for Leadership, Transportation, and Scholarship (COLTS). The mission of REAP is to introduce students entering grades

9-12 to the fields of agriculture, aquaculture, nutritional, and environmental sciences through in depth, hands-on research, extension and public service projects. Students work with KSU principal investigators and researchers to complete a significant and scientifically relevant project by the program's conclusion. **REAP** prepares students that may have an interest in pursuing careers in science and extension occupations by sowing seeds of curiosity, confronting them with learning processes to aid in high school success, and by preparing them for a successful professional future through leadership development. Students actively participate in a variety of exercises and classes that educate them in the areas of mathematics, sciences, English, computer technology, and other activities as they relate to careers in research and extension. Students present their summer findings in the form of a professional paper and oral presentation. Through this five-week residential program, students experience a taste of college life while they live in the university dorms. The goal is students will have a better insight into college choices and career paths, and will be empowered to take charge of a successful future as the transformed leaders of tomorrow!

Summer Transportation Institute is a four-week residential program that allows students to explore today's top transportation industries. STI is designed to increase awareness of transportation (land, water, air) career opportunities at the secondary education level in order to encourage students to choose a career in this field. The STI curriculum includes hands-on lessons in building bridges, simulation software, competitive group activities and group presentations. Field trips to various divisions within the KY Transportation Cabinet offer STI participants the opportunity to speak with professionals involved in highway design, planning and construction, and to learn the many devices and methods using to manage transportation systems. Students are introduced to the social, economic, and environmental impact of transportation, and the linkage of one transportation system to another. STI participants receive assistance in techniques that will improve math, writing, and reading skills on standardized exams such as the ACT.

Pathways and Access to Careers in Technology (PACT) was developed to motivate middle school students to pursue careers in technology, science, mathematics, and related fields of study. The program is centered upon a Problem-Based Learning Curriculum that encourages critical thinking and enhances interdisciplinary knowledge and skills. PACT participants are selected from a statewide pool of applicants for this scholarship-based one-week residential program.

Program Goals and Objectives

- Participants will gain exposure to career opportunities related to technology within the areas of science and math.
- Participants will increase confidence levels in their ability to master concepts in science, math, and technology.
- Participants will benefit from hands-on experience with tools commonly used in math, science and technological fields.
- Participants will visit regional sites that use high-functioning technology in the areas of math and science.
- Participants will interact with local and regional professionals with expertise in science, technology, mathematics, and more.

Thorn Hill Education Center Next Steps Classes help graduates get prepared to enter the workforce or continue their education at a college or technical school. Subjects covered include how to navigate the application process, apply for financial aid and more. Classes feature guest speakers from businesses and colleges and include trips to visit workplaces and college campuses.

College Prep Classes help college-bound students study for ACT and SAT tests. Individualized lessons focus on the areas in which students need the most work. Classes also cover how to fill out college and financial aid applications. College Prep Classes are available to students with a GED or high school diploma. **SAT, ACT, COMPASS, ASVAB, PREPARATION** starts with an assessment test. The Test of Adult Basic Education (TABE) allows the participant and an instructor to know their strengths and weaknesses in reading, language, and math. An individual study plan will then be created for each participant. A combination of classes, learning center resources and test study guides will be used to help participants prepare for the test.

Franklin County Public Schools Career and Technical Center courses prepare students for college through hands-on learning and dual credit for college. Through the **Information and Support Services Program**, students are introduced to the principles and practices of designing, building, and maintaining networks. This class will prepare students to earn the national recognized CompTia's Network+ certification, which is highly desired by prospective employers.

The **Engineering Program** is entirely project based. Students apply math and science to solve real world problems in and out of the lab. **Principals of Engineering** are a *Project Lead the Way* course that explores a wide variety of careers in engineering and technology. **Digital Electronics** is a third course of *Project Lead the Way*, which begins with applied logic and Boolean Algebra and continues to the application of electronic circuits and devices. **Computer Integrated Manufacturing** concludes the successful completion of all three of these courses that prepares students to enter the world of technology and engineering with a better understanding of industry needs.

The **Health Science Program** at the Career and Technical Center is another great course to prepare students for college. Through courses such as **Career in Healthcare, Human Growth and Development, Medical Terminology, Pharmacy Calculations, Emergency Procedures, Human Anatomy and Physiology, and Medicaid Nurse Aide**, students can learn more about the health care field in a hands-on experience. The **Post-Secondary Seminar** is an opportunity that allows student to acclimate to college classes while still having access to high school teachers that can tutor and/or advise the student with assignments and study practices. Other classes at **Career and Technical Center** that offer dual credit/articulation are: Welding, Carpentry, and Auto Technology. These three programs bring in the highest numbers of our enrollment, and offer Industry Certifications. Welding and Auto Tech programs have dual credit agreements with BCTCS; Ohio Technical Institute (Welding); and Lincoln College of Technology (Auto Tech). Students must be preparatory in a career major/pathway and receive a related industry certification/KOSSA to be considered Career Ready in the KDE College/Career Readiness Accountability. Preparatory – A student who has completed two career and technical credits in a CTE program and is enrolled in the third credit course(s).

Career Pathways – A sequence of progressive, non-duplicative courses that the student identifies which result in earning four credits in CTE occupations, careers, or professions. Franklin County Public Schools offer all 14 Career Pathways identified by the Kentucky Department of Education.

Frankfort Independent Schools offers **College and Career Readiness Math**. This course is for students who need additional time and support to complete the mathematics requirements for graduation or who may not have attained the mathematics benchmark ACT score set by the Council on Postsecondary Education. This course could serve as a mathematics elective for high school graduation.

College and Career Readiness English. This course is for students who need additional time and support or who may not have attained the benchmark ACT score in English/Language Arts.

College Courses---DUAL CREDIT (college/HS) COURSE. Many students have the opportunity to go off campus to KSU, Anderson or Central Technical College, Midway College, Sullivan University or Georgetown College to take courses. A course may count as a dual credit course if we do NOT offer the course and it is part of a student's Individual Graduation Plan---Career Plan. FHS also offers an **Aviation Program** that introduces students to the world of Aviation beginning in their Freshman year. (Attached program outline)

Bluegrass Community and Technical College provides an affordable opportunity for adults ranging from the traditional 18-year-old high school graduate to workers looking for career changes. It works closely with area high schools and adult education programs to offer a wide range of day, evening and online programs to meet the need of Frankfort and Franklin County citizens.

Frankfort/Franklin County have a number of programs designed to assist students prepare for college. The Work Ready Community committee and the Chamber's Workforce Development Committee will continue work with area schools and businesses to promote and support these programs. The committee will support and promote the Advanced Manufacturing Technician Program at Toyota Motor Manufacturing.



COUNTY RANKINGS

PERCENTAGE OF ADULTS WITH A BACHELOR'S DEGREE OR HIGHER

The percentage of the population aged 25 and over with a bachelor's degree or higher level of education. The national percentage is 24.4%. The overall Kentucky percentage is 17.1%.

1	Fayette	35.6%	41	Spencer	11.1%	81	Robertson	8.7%
2	Oldham	30.6%	42	Adair	10.9%	82	McLean	8.7%
3	Woodford	25.9%	43	Larue	10.9%	83	Lincoln	8.4%
4	Jefferson	24.8%	44	Union	10.9%	84	Menifee	8.4%
5	Warren	24.7%	45	Ballard	10.6%	85	Livingston	8.4%
6	Calloway	24.0%	46	Laurel	10.6%	86	Monroe	8.4%
7	Franklin	23.8%	47	Harrison	10.6%	87	Carroll	8.3%
8	Kenton	22.9%	48	Hopkins	10.6%	88	Rockcastle	8.3%
9	Boone	22.8%	49	Wolfe	10.6%	89	Hancock	8.1%
10	Rowan	21.9%	50	Carlisle	10.6%	90	Muhlenberg	8.1%
11	Madison	21.8%	51	Garrard	10.5%	91	Clay	8.0%
12	Jessamine	21.5%	52	Pulaski	10.5%	92	Clinton	8.0%
13	Campbell	20.5%	53	Knott	10.2%	93	Elliott	7.8%
14	Scott	20.3%	54	Lyon	10.1%	94	Morgan	7.7%
15	Boyle	19.3%	55	Bath	10.1%	95	Owsley	7.7%
16	Shelby	18.7%	56	Caldwell	10.0%	96	Grayson	7.7%
17	McCracken	18.1%	57	Breathitt	10.0%	97	Letcher	7.7%
18	Daviess	17.0%	58	Pike	9.9%	98	Trimble	7.6%
19	Clark	15.6%	59	Henry	9.8%	99	Nicholas	7.5%
20	Hardin	15.4%	60	Floyd	9.7%	100	Breckinridge	7.4%
21	Mason	14.4%	61	Pendleton	9.7%	101	Ohio	7.4%
22	Boyd	14.1%	62	Russell	9.6%	102	Casey	7.4%
23	Henderson	13.8%	63	Logan	9.6%	103	Crittenden	7.3%
24	Marshall	13.7%	64	Bracken	9.5%	104	Wayne	7.2%
25	Mercer	13.5%	65	Grant	9.4%	105	Cumberland	7.1%
26	Bourbon	13.5%	66	Johnson	9.3%	106	Webster	7.1%
27	Montgomery	13.4%	67	Todd	9.2%	107	Hart	7.0%
28	Nelson	13.4%	68	Bullitt	9.2%	108	Estill	6.9%
29	Whitley	13.4%	69	Owen	9.1%	109	Gallatin	6.9%
30	Washington	13.3%	70	Allen	9.1%	110	Jackson	6.8%
31	Graves	12.6%	71	Green	9.1%	111	McCreary	6.7%
32	Christian	12.5%	72	Marion	9.1%	112	Metcalfe	6.6%
33	Taylor	12.2%	73	Martin	9.0%	113	Lawrence	6.6%
34	Anderson	12.0%	74	Bell	9.0%	114	Powell	6.5%
35	Trigg	12.0%	75	Carter	8.9%	115	Lewis	6.4%
36	Simpson	11.9%	76	Perry	8.9%	116	Butler	6.4%
37	Greenup	11.5%	77	Harlan	8.9%	117	Leslie	6.3%
38	Fulton	11.5%	78	Fleming	8.8%	118	Magoffin	6.3%
39	Meade	11.3%	79	Knox	8.8%	119	Lee	6.3%
40	Barren	11.1%	80	Hickman	8.8%	120	Edmonson	4.9%

Source: US Census 2000, Summary File 3, Table PCT25



Visit the Kentucky Postsecondary Education Data Portal,
<http://cpe.ky.gov/info>





KYAE GED Targets

County	Population 18 years and older without HS/GED (2000 U.S. Census)	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
Adair	5,007	59	64	66	60
Allen	4,575	54	58	61	55
Anderson	2,883	34	37	38	35
Ballard	1,555	18	20	21	19
Barren	8,692	103	111	115	105
Bath	3,334	39	43	44	40
Bell	9,746	115	124	129	117
Boone	9,779	116	125	130	118
Bourbon	3,671	43	47	49	44
Boyd	8,655	102	110	115	104
Boyle	5,077	60	65	67	61
Bracken	1,849	22	24	25	22
Breathitt	4,928	58	63	65	59
Breckinridge	4,426	52	56	59	53
Bullitt	10,626	126	135	141	128
Butler	3,743	44	48	50	45
Caldwell	2,684	32	34	36	32
Calloway	5,144	61	66	68	62
Campbell	12,839	152	164	170	154
Carlisle	1,101	13	14	15	13
Carroll	2,429	29	31	32	29
Carter	7,017	83	89	93	84
Casey	4,950	59	63	66	60
Christian	11,161	132	142	148	134
Clark	6,355	75	81	84	76
Clay	9,117	108	116	121	110
Clinton	3,386	40	43	45	41
Crittenden	2,388	28	30	32	29
Cumberland	2,385	28	30	32	29
Daviess	13,501	160	172	179	162
Edmonson	3,335	39	43	44	40
Elliott	2,314	27	30	31	28
Estill	4,776	57	61	63	57
Fayette	29,504	349	376	391	355

County	Population 18 years and older without HS/GED (2000 U.S. Census)	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
Fleming	3,384	40	43	45	41
Floyd	12,463	147	159	165	150
Franklin	7,814	92	100	104	94
Fulton	1,799	21	23	24	22
Gallatin	1,802	21	23	24	22
Garrard	3,514	42	45	47	42
Grant	4,425	52	56	59	53
Graves	7,546	89	96	100	91
Grayson	6,640	79	85	88	80
Green	3,351	40	43	44	40
Greenup	6,975	83	89	93	84
Hancock	1,408	17	18	19	17
Hardin	12,366	146	158	164	149
Harlan	10,066	119	128	134	121
Harrison	3,518	42	45	47	42
Hart	5,213	62	66	69	63
Henderson	7,552	89	96	100	91
Henry	3,087	37	39	41	37
Hickman	1,443	17	18	19	17
Hopkins	10,189	121	130	135	123
Jackson	4,578	54	5858	6161	55
Jefferson	99,684	1180	1271	1323	1199
Jessamine	6,026	71	77	80	72
Johnson	6,447	76	82	86	78
Kenton	20,392	241	260	271	245
Knott	5,166	61	66	69	62
Knox	10,601	125	135	141	128
Larue	2,866	34	37	38	34
Laurel	13,930	165	178	185	168
Lawrence	4,782	57	61	63	58
Lee	2,974	35	38	39	36
Leslie	4,248	50	54	56	51
Letcher	7,818	93	100	104	94
Lewis	4,332	51	55	57	52
Lincoln	6,164	73	79	82	74
Livingston	1,949	23	25	26	23

County	Population 18 years and older without HS/GED (2000 U.S. Census)	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
Logan	6,298	75	80	84	76
Lyon	2,259	27	29	30	27
Madison	12,033	142	153	160	145
Magoffin	4,799	57	61	64	58
Marion	4,091	48	52	54	49
Marshall	5,595	66	71	74	67
Martin	4,024	48	51	53	48
Mason	3,423	41	44	45	41
McCracken	10,361	123	132	137	125
McCreary	5,909	70	75	78	71
McLean	2,123	25	27	28	26
Meade	4,267	50	54	57	51
Menifee	2,149	25	27	29	26
Mercer	3,946	47	50	52	47
Metcalfe	3,073	36	3939	4141	37
Monroe	3,690	44	47	49	44
Montgomery	5,010	59	64	66	60
Morgan	4,653	55	59	62	56
Muhlenberg	8,463	100	108	112	102
Nelson	5,945	70	76	79	72
Nicholas	1,849	22	24	25	22
Ohio	5,603	66	71	74	67
Oldham	5,068	60	65	67	61
Owen	2,488	29	32	33	30
Owsley	1,811	21	23	24	22
Pendleton	2,750	33	35	36	33
Perry	9,020	107	115	120	108
Pike	19,618	232	250	260	236
Powell	4,161	49	53	55	50
Pulaski	14,633	173	187	194	176
Robertson	672	8	9	9	8
Rockcastle	5,118	61	65	68	62
Rowan	4,108	49	52	55	49
Russell	4,719	56	60	63	57
Scott	4,924	58	63	65	59
Shelby	5,802	69	74	77	70

County	Population 18 years and older without HS/GED (2000 U.S. Census)	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
Simpson	3,194	38	41	42	38
Spencer	2,133	25	27	28	26
Taylor	5,262	62	67	70	63
Todd	3,168	37	40	42	38
Trigg	2,721	32	35	36	33
Trimble	1,763	21	22	23	21
Union	3,068	36	39	41	37
Warren	13,227	157	169	176	159
Washington	2,486	29	3232	3333	30
Wayne	6,200	73	79	82	75
Webster	3,120	37	40	41	38
Whitley	9,816	116	125	130	118
Wolfe	2,367	28	30	31	28
Woodford	3,227	38	41	43	39



KYAE Enrollment Goals

County	Population 18 years and older without HS/GED (2000 U.S. Census)	Enrollment Goals for 2008-09, 2009-10, 2010-11 and 2011-12
Adair	5,007	319
Allen	4,575	291
Anderson	2,883	183
Ballard	1,555	99
Barren	8,692	553
Bath	3,334	212
Bell	9,746	620
Boone	9,779	622
Bourbon	3,671	234
Boyd	8,655	551
Boyle	5,077	323
Bracken	1,849	118
Breathitt	4,928	314
Breckinridge	4,426	282
Bullitt	10,626	676
Butler	3,743	238
Caldwell	2,684	171
Calloway	5,144	327
Campbell	12,839	817
Carlisle	1,101	70
Carroll	2,429	155
Carter	7,017	447
Casey	4,950	315
Christian	11,161	710
Clark	6,355	404
Clay	9,117	580
Clinton	3,386	215
Crittenden	2,388	152
Cumberland	2,385	152
Daviess	13,501	859
Edmonson	3,335	212
Elliott	2,314	147
Estill	4,776	304
Fayette	29,504	1,878
Fleming	3,384	215
Floyd	12,463	793
Franklin	7,814	497
Fulton	1,799	114
Gallatin	1,802	115
Garrard	3,514	224
Grant	4,425	282
Graves	7,546	480
Grayson	6,640	423

County	Population 18 years and older without HS/GED (2000 U.S. Census)	Enrollment Goals for 2008-09, 2009-10, 2010-11 and 2011-12
Green	3,351	213
Greenup	6,975	444
Hancock	1,408	90
Hardin	12,366	787
Harlan	10,066	641
Harrison	3,518	224
Hart	5,213	332
Henderson	7,552	481
Henry	3,087	196
Hickman	1,443	92
Hopkins	10,189	648
Jackson	4,578	291
Jefferson	99,684	6,344
Jessamine	6,026	383
Johnson	6,447	410
Kenton	20,392	1,298
Knott	5,166	329
Knox	10,601	675
Larue	2,866	182
Laurel	13,930	887
Lawrence	4,782	304
Lee	2,974	189
Leslie	4,248	270
Letcher	7,818	498
Lewis	4,332	276
Lincoln	6,164	392
Livingston	1,949	124
Logan	6,298	401
Lyon	2,259	144
Madison	12,033	766
Magoffin	4,799	305
Marion	4,091	260
Marshall	5,595	356
Martin	4,024	256
Mason	3,423	218
McCracken	10,361	659
McCreary	5,909	376
McLean	2,123	135
Meade	4,267	272
Menifee	2,149	137
Mercer	3,946	251
Metcalfe	3,073	196
Monroe	3,690	235
Montgomery	5,010	319
Morgan	4,653	296
Muhlenberg	8,463	539
Nelson	5,945	378
Nicholas	1,849	118
Ohio	5,603	357
Oldham	5,068	323

County	Population 18 years and older without HS/GED (2000 U.S. Census)	Enrollment Goals for 2008-09, 2009-10, 2010-11 and 2011-12
Owen	2,488	158
Owsley	1,811	115
Pendleton	2,750	175
Perry	9,020	574
Pike	19,618	1,249
Powell	4,161	265
Pulaski	14,633	931
Robertson	672	43
Rockcastle	5,118	326
Rowan	4,108	261
Russell	4,719	300
Scott	4,924	313
Shelby	5,802	369
Simpson	3,194	203
Spencer	2,133	136
Taylor	5,262	335
Todd	3,168	202
Trigg	2,721	173
Trimble	1,763	112
Union	3,068	195
Warren	13,227	842
Washington	2,486	158
Wayne	6,200	395
Webster	3,120	199
Whitley	9,816	625
Wolfe	2,367	151
Woodford	3,227	205



Building on the legacy of the mighty Thoroughbred mascot, KSU CAFSSS sponsors the **Creating Opportunities for Leadership, Transformation and Scholarship (COLTS)** youth development initiative to provide youth, ages 10-18, with a system through which they may learn the skills and develop the motivation to become leaders who will address local to global challenges and provide solutions for a better tomorrow. Through our programs, a non-traditional approach to workforce development is provided by training students in the basics of applied research and public service. Students work in laboratories, the video production studio, the classroom, on farms, at the environmental education center and many other locations. Students prepare research reports, project reports, business plans, even television commercials, and PowerPoint presentations. Therefore, students who participate in one or more of our COLTS programs have the skills to later work in an office environment, lab environment, in the field and in the classroom. They also go on to become teachers, scientists, specialists, engineers, and other professionals who will work to solve national and worldwide problems and make the future brighter for all.

The Research and Extension Apprenticeship Program (REAP) and AgDiscovery Program provide direct opportunities for experiential learning. Students work side-by-side with professionals to conduct research or deliver Extension programs on pre-assigned topics including, but not limited to Agriculture, Aquaculture, Human Nutrition, Water Quality, Economic Development, and Animal Science

Green2Gold –the Green2Gold program is designed to provide KY State University students with the knowledge and real-life experiences of working within the Frankfort/Franklin County community. The Green2Gold program offers students the opportunity to learn from businesses in their fields of study. We believe the Green2Gold program will assist our students in their workforce endeavors by allowing them the opportunity to mentor under current business leaders, learn work ethic skills, and provide them will real-life working experiences.

Kentucky State University Youth Entrepreneurship Program: YEP is a one-week residential program conducted on the Kentucky State University campus which provides students with opportunities to use their imagination to create their own job, earn money, and give back to their community. The program includes site visits to innovative businesses, meetings with entrepreneurs, opportunities to try new things, and a fast-paced week of learning. At the end of the program, participants leave with a business plan for starting their own business - and the confidence to implement that plan.



YEP participants select the recipients for the following awards which are presented at the Closing Ceremony: *Best Team Plan and Presentation*, *Best Team Commercial*, and *Most Likely to Become an Entrepreneur*.

Program Content: YEP participants work in teams to develop a business plan and have the opportunity to write and create a 30-second commercial for their business, service, or product. Each member of the team receives a DVD of all team commercials and business plan presentations. Evening activities include recreational activities such as swimming, basketball, and movies, as well as time to work on team business plans and presentations.

Program Eligibility: Students entering the 10th, 11th, or 12th grade who have a sincere interest in owning and managing their own business. Previous YEP participants are eligible to apply for a second time (i.e., if you participated as a rising sophomore, you can also apply as a rising junior or senior).

Please Note: *Not all qualified applicants will be admitted due to space constraints.

Kentucky State University AgDiscovery Program - AgDiscovery (AgD) Program is a two-week, residential program targeting diverse students from limited-resource communities who are interested in careers in animal science and veterinary medicine.

The USDA's Animal and Plant Health Inspection Service (APHIS) partners with various universities and colleges to deliver the AgDiscovery program at locations throughout the country. Each university's program focuses on a

specific area of interest to our Nation's agriculture - such as plant health, entomology, veterinary science, animal care, biotechnology, and agribusiness.

Program Content: The curriculum is designed to introduce animal science and veterinary medicine through structured educational activities. Students selected to participate in AgD will have hands-on experiences through lab and research projects, workshops, and site visits, **including animal dissections and autopsies.**

AgD participants receive assistance in techniques that will improve skills on standardized exams, such as the ACT, and will also participate in a variety of character- and team-building activities, which require the use of math, science and technology.

Recreational activities are integrated into the program to promote physical health and wellness, and to enhance interpersonal skills among the students.

Program Eligibility: Applicants must be a middle or high school student, not younger than 14 and not older than 17 by May 31st of the program year. Applicants should also have a strong and sincere interest in animal science and veterinary medicine.

Kentucky State University Research and Extension Apprenticeship Program (REAP) - The Research and Extension Apprenticeship Program (REAP) is a five-week, residential, premier program included in KSU's youth development initiative, Creating Opportunities for Leadership, Transportation, and Scholarship (COLTS). The mission of REAP is to introduce students entering grades 9-12 to the fields of agriculture, aquaculture, nutritional, environmental sciences and extension through in depth, hands-on research, extension and public service projects. Students work with KSU principal investigators and researchers to complete a significant and scientifically relevant project by the program's conclusion.

REAP prepares students that may have an interest in pursuing careers in science and extension occupations by sowing seeds of curiosity, confronting them with learning processes to aid in high school success, and by preparing them for a successful professional future through leadership development. Students will have the opportunity to focus on projects that demonstrate beetle diversity within the state of Kentucky, the decrease in the population of honeybees and its impact on the environment, largemouth bass production, color variability in ornamental carp, small farm management, weight loss and obesity through human nutrition, computer sciences, and the use of audio-visual techniques.

Students actively participate in a variety of exercises and classes that educate them in the areas of mathematics, sciences, English, computer technology, and other activities as they relate to careers in research and extension. Students present their summer findings in the form of a professional paper and oral presentation. In addition to a variety of fun and engaging classes, students have the opportunity to meet professionals with the Kentucky Department of Fish & Wildlife, the United States Department of Agriculture (USDA), veterinary sciences, health professions, farming, producers, and teaching occupations. These experiences encourage a productive and fulfilling educational and professional future.

Through this five-week residential program, students experience a taste of college life while they live in the university dorms, use university research facilities, dine at the KSU cafeteria, and explore the wealth of services available to students. It is our goal that students will have a better insight into college choices and career paths, and will be empowered to take charge of a successful future as the transformed leaders of tomorrow!

Kentucky State University Summer Transportation Institute - The Kentucky State University Summer Transportation Institute (STI) is a four-week residential program that allows students to explore today's top transportation industries. STI is designed to increase awareness of transportation (land, water, air) career opportunities at the secondary education level in order to encourage students to choose a career in this field. **Program Content:** The STI curriculum includes hands-on lessons in building bridges, use of simulation software, competitive group activities and group presentations. Field trips to various divisions within the Kentucky Transportation Cabinet offer STI participants the opportunity to speak with professionals involved in highway design, planning and construction, and to learn the many devices and methods used to manage transportation

systems. Students are introduced to the social, economic, and environmental impact of transportation, and the linkage of one transportation system to another.

STI participants receive assistance in techniques that will improve math, writing, and reading skills on standardized exams such as the ACT. Health and fitness activities are integrated into the curriculum to promote physical health and wellness and enhance the interpersonal and team-building skills.

Program Eligibility: Students entering the 9th or 10th grade, with a cumulative GPA of 2.5 on a 4.0 scale, and completion of Pre-Algebra (or be qualified to enroll in Pre-Algebra).

Kentucky State University Pathways and Access to Careers in Technology (PACT) – The PACT began in July of 2006 and was created by the Land Grant Program. Funding is now provided by KSU's newly formed College of Agriculture, Food Science and Sustainable Systems. PACT was developed to motivate middle school students to pursue careers in technology, science, mathematics, and related fields of study. The program is centered upon a Problem-Based Learning Curriculum¹ that encourages critical thinking and enhances interdisciplinary knowledge and skills. PACT participants are selected from a statewide pool of applicants for this scholarship-based, one-week, residential program.

Applicant Requirements

- Successful completion of 5th, 6th, or 7th grade by June 2012
- Completed Application (received or postmarked by posted deadline)
- Essay (200-250 words, typed, double-spaced, responding to the appropriate question listed below)
 - **New Applicants:** Think about the job/career you want when you're an adult. Why are you interested in this career and how does your career goal relate to technology?
 - **Previous Applicants:** Think about your prior experience with PACT and how it has encouraged or discouraged you regarding science and math curriculum. How are you applying science and math skills to your daily routine?
- 2011-2012 Report Card or Progress Report

Admittance to PACT is competitive and focuses on academic achievement, writing fluency, and classroom etiquette as reported by citizenship marks on student report cards. Not all qualified applicants will be admitted due to space constraints.

Program Goals and Objectives

- Participants will gain exposure to career opportunities related to technology within the areas of science and math.
- Participants will increase confidence levels in their ability to master concepts in science, math, and technology.
- Participants will benefit from hands-on experience with tools commonly used in math, science and technological fields.
- Participants will visit regional sites that use high-functioning technology in the areas of math and science.
- Participants will interact with local and regional professionals with expertise in science, technology, mathematics, and more

Program Format

Participants are in groups according to grade level. Each level is independent and participates in workshops and activities with grade-appropriate materials and content. The workshops have been either selected or created in alignment with benchmarks² defined by the Commonwealth's State Department of Education. Students are expected to have average to above average grade level competency in math, science, computer literacy, and language arts to successfully participate in PACT workshops and activities.

Teaching Staff and Counselors

PACT instructors have been selected from across the nation and include educators who work full-time during the academic year. They are assisted by counselors who are current KSU students majoring in science, math, computer science, or education. The purpose of such a staff is to surround PACT participants with caring adults who are knowledgeable about the subject area and enthusiastic about education. All staff submits to an in-depth interview with COLTS Program Directors and must have a satisfactory background check.



PROGRAMS AT THORN HILL EDUCATION CENTER
700 Leslie Avenue, Frankfort

General Educational Development (GED) - Individualized instruction helps adults gain the knowledge necessary to earn their GED. Instructors and tutors work with students in small groups and one-on-one using a variety of teaching strategies, including computer based instruction. Flexible scheduling allows students to work at their own pace.

English as a Second Language (ESL) - Classes allow non-English speakers to learn how to read, write and speak English. Instructors are able to help students regardless of their native language. Classes are in the evenings with free childcare available so learners can take advantage of the opportunity to learn English.

Next Steps Classes - Classes help graduates get prepared to enter the workforce or continue their education at a college or technical school. Subjects covered include how to navigate the application process, apply for financial aid and more. Classes feature guest speakers from businesses and colleges and include trips to visit workplaces and college campuses.

College Prep Classes - Classes help college-bound students study for ACT and SAT tests. Individualized lessons focus on the areas in which students need the most work. Classes also cover how to fill out college and financial aid applications. College Prep Classes are available to students with a GED or high school diploma.

SAT, ACT, COMPASS, ASVAB, PREPARATION – Preparing for your entrance exam will make you a stronger candidate. Start with an assessment test, the Test of Adult Basic Education (TABE) allows you and an instructor to know your strengths and weaknesses in reading, language, and math. An individual study plan will then be created for you. A combination of classes, learning center resources and test study guides will be used to help you prepare for your test.

State funded colleges require the ACT or SAT, while community colleges and technical schools require ACT or COMPASS. Most private schools require the SAT. The U.S. Military requires an ASVAB. We have materials specifically geared toward the tests

Whatever is Needed (WIN) - WIN is a two year program designed to help 16 to 18-year olds attain their GED. WIN provides small classes, tutoring, transportation, counseling, childcare, testing fees, cash incentives and Whatever Is Needed to succeed. WIN students must meet income guidelines to be eligible for the program

Families Learning thru Interaction Program (FLIP) - FLIP is available for young parents who have withdrawn from school. FLIP offers a four part approach to helping these students succeed. 1. Adult Education – Classes help parents attain their GED. 2. Child Education – Children learn through a variety of methods while parents are in class. 3. Parent Time – Parents support each other to learn skills and strategies to help raise their children. 4. Family Time – Families come together to learn better ways to communicate and play together.



FRANKLIN COUNTY SCHOOL SYSTEM
1100 East Main Street, Frankfort

The Academy - The mission of The Academy Day Treatment Program is to provide and involve at-risk students in a unique, differentiated learning environment with individual treatment options. We will provide students with a multidisciplinary approach to their education that will involve students, their families and community supports. Academic expectations will be high and students will be given multiple opportunities for success. With the inclusion of an Early College program through our regular alternative education, students who show willingness and motivation will be offered introductory college classes. The outcome will be students who are capable of problem solving, show responsible decision making and are career or college ready.

EDCATS- Alternative to suspensions program – EDCATS is an alternative to suspension program for suspended middle and high school students in the Franklin County school system. The mission of EDCATS is to provide a safe, supervised educational placement for students who have violated the district discipline code. The goal of the program is to continue to offer educational services to students while removing them from their home school for the duration of the suspension.

Overview - The majority of students suspended from school are unsupervised during some if not all of the time away from school. The philosophy of the EDC Alternatives to Suspension program is to continue academic services to students in lieu of an out of school suspension. Students placed in the Alternatives to Suspension program are counted as present for that day of school. The Alternatives to Suspension classroom will be staffed by a combination of certified and classified staff (two staff members are recommended for safety and legal concerns). A classroom of 8-10 students and an office area for scheduling will be available. EDCATS is designed for middle and high school students only. Consideration for special education students requiring specially designed instruction is necessary and placement for these students may be limited.

School Administrators may use EDCATS for a variety of offenses or conduct violations. Violations that warrant EDCATS placement include; fighting, defiance, cutting/skipping school, repeated classroom disruptions, threatening and physical aggression. Severe legal violations involving drugs, weapons and public safety (involving students and/or staff) are not eligible for EDCATS.

Automotive Technology

576301Automotive/ Diesel Technology I

2 credit

Grade 9-12

This course will provide the student with a thorough understanding of the design, construction, and operation of automotive units. Safety precautions and safe working practices are stressed along with each unit of this course. Also, youth leadership development is an integral part of this course. The students will receive the fundamentals of the automobile or small truck from bumper-to-bumper. Each student will disassemble and reassemble each unit of the automobile to learn all parts and their function. The course will include shop management, basic troubleshooting, engine repair, fuel and ignition systems, electrical systems, brake systems, manual and automatic transmissions, suspension, and steering. Elective studies in the course will include workplace readiness, basic electricity, computer control systems and diagnosis, climate control, technical writing, basic welding, consumer economics, fundamentals of math, computer fundamentals, precision measurement, and a cooperative education program

The purpose of Automotive Technology I is to provide each student with the basic understanding of design and construction of each automotive system. Students will also gain an understanding of automotive equipment and tools used in today's automotive field. This course will offer the student with a hands-on approach and a basic understanding of today's automobiles. This course will include shop management, basic automotive troubleshooting and repair. This course also includes preventive maintenance of today's automobiles.

576302 Automotive/Diesel Technology II

2 credit

Grade 10-12

This class provides an in-depth understanding of today's automotive systems. Students will disassemble, diagnose and rebuild automotive systems. These systems include: Engines, Automatic Transmissions, Manual Transmissions, Steering and Suspension Systems, Brakes, Electrical/Electronic Systems, Heating and Air Conditioning, Engine Performance. Students will have the opportunity to diagnose and repair vehicles provided by FCCTC. Also, students will have the opportunity to diagnose and repair their personal vehicles, using the latest diagnostic equipment. Students will also receive an opportunity to take ASE exams to certify them as a Student Achiever and receive an ASE certificate. Students will also receive competency certificates in Automotive Technology upon completion of this course. All Automotive Technology classes are Master Certified by ASE and are articulated with Kentucky Tech and other automotive colleges.

576315 Automotive/Diesel Technology III & IV

2-4 credits

Grade 11-12

Automotive Technology will provide the student with a thorough understanding of the design, construction, and operation of automotive units. Safety precautions and safe working practices are stressed along with each unit of this course. Also, youth leadership development is an integral part of this course. The students will receive the fundamentals of the automobile or small truck from bumper-to-bumper. Each student will disassemble and reassemble each unit of the automobile to learn all parts and their function. The course will include shop management, basic troubleshooting, engine repair, fuel and ignition systems, electrical systems, brake systems, manual and automatic transmissions, suspension, and steering. Elective studies in the course will include workplace readiness, basic electricity, computer control systems and diagnosis, climate control, technical writing, basic welding, consumer economics, fundamentals of math, computer fundamentals, precision measurement, and a cooperative education program.

This course is designed to allow students who have completed Auto Technology 1 & 2 to co-op with area automotive repair businesses or to assist the instructor with classes at the CTC.

CO-OP, Work base learning schedules will be determined at Instructor and Principal discretion.

Carpentry

576601 Carpentry I

2credit

Grade 9-12

This course emphasizes the types, grades, and standards of building materials including the types of fasteners and their correct uses. Students will also learn to correctly utilize and maintain commonly used hand and power tools. This course also presents basic applied math, lines, multi-view drawings, symbols, various schematics and diagrams, dimensioning techniques, sectional views, auxiliary views, threads and fasteners, and sketching typical to all shop drawings. Safety in the lab and on the job is stressed.

576602 Carpentry II

2 credit

Grade 10-12

This course will provide a series of lectures, demonstrations, and practice exercises in the study of symbols, views, sections, details, and material lists found on architectural working drawings, building materials, and specifications lists, and construction dimensioning systems and charts/schedules. The student will practice floor framing, layout, and construction of floor frames. Cutting and installing floor and wall framing members according to plans and specifications will also be practiced. Safety in the lab and on the job is stressed.

576610/576612 Carpentry III

2 credits

Grade 11-12

Students will prepare materials; calculate the cost for a building site, and layout a site with a transit, locating property lines and corners. Students calculate the amount of concrete needed for footing and foundation walls and construct different types of foundations and forms. This course will introduce the student to heavy and commercial construction. The student will receive information about rigging, wall forms, vertical piers and columns, grade curb forms, above-grade slab systems, fireproof encasement forms, stair forms, and bridge deck forms. Safety in the lab and on the job is stressed.

576612/576613 Carpentry IV

2 credits

Grade 12

This course covers roof types and combinations of roof types used in the construction industry. The emphasis of the course is on lay-out, cutting and installing ceiling joists, rafters, roof decking, and roof coverings. Safety in the lab and on the job is stressed.

576615 Carpentry Co-Op

2 credits

Grade 12

Co-op provides supervised on-the-job work experience related to the student's educational objectives. Students participating in the Co-op Education program may or may not receive compensation for their work. Safety on the job is stressed. * Any student who will be a senior and has completed three carpentry credits may be eligible for carpentry co-op.

Information and Support Services**OFFERED 2013-14****885710 A+ Computer Hardware/Software**

1 credit

Grade 9-12

Introduces basic computer hardware and operating systems, covering installing, building, upgrading, repairing, configuring, troubleshooting, optimizing, diagnosing and preventive maintenance in the context of the field service or enterprise environment, with additional elements of soft skills and security. This course is appropriate for those who work, or plan to work, as computer technicians in a mobile or corporate environment. Course objectives map closely to the CompTIA A+ Essentials National Examination that validates the basic skills needed by any entry-level computer service technician as well as the CompTIA A+ 220-602 National Examination.

885700 Network + (Networking Core Technologies)

1 credit

Grade 10-12

This class will explain the latest networking technologies as well as to introduce students to the principles and practices of designing, building and maintaining computer networks. Students will be able to examine networking situations and make decisions about improving current designs. This course extends the knowledge of operating systems, the benefits of networking, and types of networks. The physical components of a network are reviewed, including the NIC, types of media, and networking devices that provide Internet connections. The concepts covered in this course include TCP/IP networking, IP addressing, name resolution, and protocols. This program is not locked into vendor specific topics but it is intended to introduce several networking technologies. Topics would include: networking administration and support, media and topologies, protocols and standards, network implementation, and network support. Students will learn how to network computers in a client server network, a peer to peer network, LANs and WANs. They will also learn what types of cabling and connections are desirable in networks. This class will prepare students to earn the nationally recognized CompTIA's Network+ certification, which is highly desired by prospective employers. Students may be responsible for the fee for the certification exams.

713500 Web Site Design (Basic)

1 credit

Grade 9-12

This course is intended to introduce students to basic web design. They will learn how to build a web site using code (HTML) and become familiar with the Adobe Dreamweaver CS4 software environment. Students will create web pages and sites by typing and formatting text, importing graphics, adding links, building tables, using tables and uploading files to a web server. Examples of Web Pages that will be developed: personal, small business, community, travel, and school. They will learn how to manipulate what a page looks like by changing

the code and making adjustments to personalize the pages they create. Students will learn how to manipulate graphics with Adobe Photoshop CS4 and Fireworks CS4 in order to prepare them for web publishing. This course emphasizes web etiquette and proper use of Internet sources, including plagiarism and copyright. Upon completing this course, students will be ready to plan, build, upload and maintain a professional web site. In addition, students will acquire the knowledge to obtain their IC3 certification and the basic framework for preparing for the CIW (Certified Internet Webmaster).

713505 Web Page Development (Advanced)

2 credits

Grade 10-12

885675 Advanced Adobe Apps 1 or 2

2 credit

Grade 9-12

In this project based course, students will explore Flash's drawing, animation and audio capabilities and build interactive content that can be shared over the internet. The course will cover: creating graphics with Flash, animation and motion graphics, adding basic interactivity including: dynamically changing graphics, creating triggered sound effects, navigation through different "scenes", and a basic introduction to programming with Flash's ActionScript. Students will learn how to create interesting motion graphics. They will learn about the aesthetics of design, motion and sound. By constructing user interactive projects, students will be challenged to think in a non linear way. Students will learn to use a combination of logical reasoning (basic programming), critical thinking and artistic creativity. Other Adobe Creative Suite 4 Web Premium products will also be explored during this course.

Engineering Program

597400 Introduction to Engineering Design (IED)

2 credit

Grade 9-12

This class uses curriculum created by *Project Lead The Way* (PLTW), a pre-engineering non-profit organization. The class is entirely project based; students will apply math and science to solve real world problems in and out of the lab. Students enrolled in this class use a problem-solving model to improve existing products and invent new ones. Using sophisticated three-dimensional modeling software, students communicate the details of the products.

520200 Principles of Engineering (POE)

2 credit

Grade 10-12

This *Project Lead The Way* (PLTW) course explores the wide variety of careers in engineering and technology which covers various technology systems and manufacturing processes. Using activities, projects, and problems, students learn firsthand how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people.

597415 Digital Electronics (DE)

1 credit

Grade 11-12

This is the 3rd foundation course in *Project Lead The Way* (PLTW). This course begins with applied logic and Boolean Algebra and continues to the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

OFFERED 2013-14

597410 Computer Integrated Manufacturing (CIM)

2 credits

Grade 11-12

Successful completion of Introduction to Engineering Design (IED), Principles of Engineering (POE), and Digital Electronics (DE)

Health Science

520100 Careers in Healthcare HEA-102

1 credit

Grade 9-12

This course is an orientation to the health care cluster consisting of four career majors: Nursing, Medicine, Dentistry, and Allied Health. It is also designed to develop and enhance an understanding of the roles and responsibilities of each career major area. Communication, study, and leadership skills will be emphasized as the student learns about the health care industry, health care economics, and career opportunities available. Medical Terminology will be integrated throughout the course. Upon successful completion of this course, the student will be able to focus on a career major path and make informed decisions regarding choices for continuing education and/or employment. This course addresses the Kentucky Learner Goals and Academic Expectations, Core Content for Assessment, and includes core components from the National Health Care Skill Standards.

520200 Human Growth and Development HEA 100

½ credit

Grade 10-12

Course focus is the promotion of health through assessment of individuals' growth and development across the life span. The course will focus on gaining knowledge and making decisions for living well. Consideration is given to the family, cultural, environmental, spiritual, and genetic influences when meeting basic human needs.

521305 Medical Terminology HEA 120

½ credit

Grade 11-12

An overview designed of the basic techniques of medical word building is provided. Once these techniques have been developed, they can readily be applied to acquire an extensive medical vocabulary. Emphasis is on basic anatomical, physiological, pathology, diagnostic procedures, and pharmacological terms.

520400 Pharmacy Calculations MAI 170

½ credit

Grade 9-12

This course is designed to provide a review of basic mathematic skills related to dosage calculations, a thorough knowledge of the systems of measurement and conversion, and application skills to perform dosage calculations.

520500 Emergency Procedures/CPR CPR 100 & SFA 100

½ credit

Grade 9-11

Students will also focus on potential emergency situations. It is designed to promote an understanding of standard precautions necessary for personal and professional health maintenance and infection control. Upon successful completion of this course, the student will demonstrate the necessary skills for First Aid and Cardiopulmonary Resuscitation, and will be given the opportunity to take completion examinations as outlined by the sponsoring agency.

521200 Human Anatomy and Physiology HEA 110

1 credit

Grade 11-12

This course is the study of human anatomy, physiology, and pathology. Topics of study include a detailed study of the human body and its systems and their relationship to health and disease. There will be a lab portion to this class where student will perform dissection. THIS COURSE WILL BE IN-DEPTH AND ACCELERATED

521620 Medicaid Nurse Aide MNA-100

2 credits

HS/3 credits BCTC

Grade 11-12

This is a dual credit course through Bluegrass Community and Technical College. There is no tuition fee required to receive college credits. Specific knowledge and skills for students and/or nurse aides to assume the role and responsibility required in long-term care is communicated to the student through lectures, lab, and clinical practice in a long-term care facility. The focus of the course is communication, infection control, safety, residents' rights, and basic nursing skills. This class strictly adheres to the federal guidelines of the Omnibus Budget Reconciliation Act of 1987 (OBRA). Students must meet required classroom hours and clinical hours to participate. With successful completion of this course students will be eligible to complete Kentucky's Nurse Aide Certification Exam to become a Certified Nursing Aide. Students will be required to maintain a C average in order to participate in the clinical practicum during the second semester. Attendance is a critical component of this course. Students with poor attendance will be removed from this class after the first semester. Eligible students will participate in the clinical practicum at a local nursing home. They will be responsible for providing care to nursing home residents that will range from turning and repositioning to bathing.

521510 Post-Secondary Seminar

1-2 credits Grade 12

The student will attend one to two general education courses at a local university or technical school. This opportunity will allow the student to acclimate to college classes while still having access to high school teachers that can tutor and/or advise the student with assignments and study practices. The student will be responsible to pay the post-secondary school tuition (half price college tuition or high school students).

521501-03 Health Science Practicum/Work Based Learning /Co-Op

1-3 credits Grade 12

PREREQUISITES: Completion of three courses (with a C average) in the health science career cluster by the completion of the student's junior year and be enrolled in a health science course (not including this class) during both semesters of the senior year. Must be approved by instructor prior to scheduling.

Cooperative Education provides supervised on-the-job work experience related to the students' education objectives. This is a course where students will be able to apply the course materials they have learned to a work based situation. Students participating in the Cooperative Education program may or may not receive compensation for their work, depending on the employer. The job must be in the student's career cluster and must be approved by the instructor. The student will maintain a portfolio and will complete a culminating project at the end of the experience. Termination from the job site will result in a zero for the class and will appear as an F on the student transcript. The student is responsible for applying, interviewing and obtaining an approved position no later than the second week of school. It is highly recommended that the student begin the job search during the summer break.

521530 Healthcare Leadership Development

1 credit Grade 11-12

This course is designed to assist students with developing skills needed to be successful leaders and responsible members of society. The students will develop personal attributes and social skills necessary for a successful transition into the world of work, and/or further education. Emphasis will be placed on team work, problem solving, critical thinking, communication (oral and written), personal development (work ethics), and leadership. It is recommended that the student be a member of the student organization where they will have opportunities to apply the knowledge gained from this course. Students enrolled in this class will be required to join HOSA (Health Occupations Students of America)

Biomedical Science**Principles of the Biomedical Sciences (PBS)**

1 credit Grade 9-12

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students.

Human Body Systems (HBS)

1 credit Grade 10-12

PREREQUISITE: Successful completion of Principles of Biomedical Sciences

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is designed for 10th, 11th or 12th grade students.

Elkhorn Middle School

Business and Careers Class

The Frankfort Area Chamber of Commerce has partnered with Elkhorn Middle School to provide classroom mentors and speakers for their upcoming Business and Career classes. The Chamber will also work to provide hands-on experience, along with business tours as needed to assist in developing our young students' interest in various businesses in the Frankfort/Franklin County Community.

Western Hills High School

Entrepreneur Program

The class is designed for students who are truly interested in owning their own business. Cover topics such as skills/traits necessary to be successful – all the way through the writing process of an actual business plan. Students are able to research other successful businesses and how they got started/became successful, etc. Within a few weeks, students are then able to choose a business idea which suits their personality and would also be good for our area (Franklin County). While doing research, we also cover management topics, employability skills, education, etc. Students receive instruction on each area of the business plan as they prepare theirs. After the plan is drafted we focus a lot on marketing and how this can make your business successful. Each student then develops a marketing campaign, including samples, for their presentation.

A few years ago one of my entrepreneur classes helped open the Wolverine Warehouse as our school store. This class now helps to run the school store each semester while learning about inventory, stock, ordering, displaying, customer service, etc. These students work in shifts to run the Wolverine Warehouse and make important decisions on products & pricing. This truly gives students a real world learning experience.

The Entrepreneur Program is a year-long program conducted at Western Hills High School by Doug Howard, a local Attorney. The Entrepreneur program provides students with opportunities to use their imagination to create their own job, earn money, and give back to their community. The program includes developing a Business Plan, meetings with entrepreneurs, and meeting with local Small Business Development consultants. At the end of the program, participants present their Business Plan Model to area business owners, Economic Development representatives, and local business leaders. Each participant leaves with a business plan for starting their own business - and the confidence to implement that plan.

Students work in teams to develop a business plan and have the opportunity to write and create a 30-second commercial for their business, service, or product

Program Eligibility: Students entering the 10th, 11th, or 12th grade who have a sincere interest in owning and managing their own business.



Frankfort High School Shelby Street, Frankfort

Frankfort Independent Schools

Math for Business and Industry description: Enables student to explore mathematical content for personal, business, and industrial use; concepts are applied through problem-solving and real-world situations. A correlation to the math content in the Program of Studies was used in developing this course to count for the 4th math credit.

Frankfort's OWN

It is three and half hours of numerous activities which hope to have young men understand and appreciate the glories of the American educational process and buy into it fully. We will begin by sharing a meal. All of us will sit and have conversation with peers and mentors and just talk about and reflect on life for a few comfortable moments.

During part of the program each Saturday, the young men will have an hour to study their culture and their history. Through that study, participants will come to the realization that their culture is deep and noble. They will come to know the great black leaders from Africa. Youngsters will learn about how their people journeyed across the Atlantic in the 1600s, 1700s and 1800s to be sold against their will into slavery and how they maintained their sense of dignity. Participants will learn of the inspirational African-American leaders since the Civil War. They will learn of the people of color and the wonderful contributions they have made to the world and America. The young people involved with Frankfort's OWN can develop a sense of pride about from whence they came and where they can go.

In addition to the historical perspective of their people, they will learn some skills for today. Educators of today know through research that kids learn differently and that statistically black males learn very well through project-based learning. We will be doing some things where the young men work together in groups on projects that will help them to learn and will end with a product that will be a benefit to them and their community. Through this our young men will learn the ability to work cooperatively and how to study together and enjoy learning.

A good portion of our time each Saturday will be spent listening to a speaker. That speaker will talk about his life. In most instances, the speaker will give testimony to how they made it to their place of stature in the community after living a not-so-glamorous childhood. They will talk about how they made it. The orator will talk about the people they relied on. They will talk about the dreams they had for building a better future for themselves. They will talk about the grit and determination that it took to get where they are. Our speaker will talk about their continued desire to build a better future for themselves and their families. This is not a story that young black males always get to hear from someone that looks like them often enough in school settings.

Smaller portions of our time will be spent in other activities working together in team-oriented games and talking about school. We will take time to speak with the youngsters about how to make it in school. What kinds of skills do you need to study better? How do you take better notes in class? What kinds of websites are out there to help with science or math or whatever? How should you approach your teacher about help in a particular subject? We will have mentors there to help the kids with questions like this or specific questions about particular concepts in particular subjects. These components of the Frankfort's OWN program will be about a third of our total time each Saturday.

Finally, we will spend some of our time periodically taking trips. We plan to visit museums. We plan to visit

colleges. We plan to visit local businesses and places of employment. We plan to find out about the world and their future place in it and what it takes to attain that place.

College and Career Readiness Math Grade Level: 12 – This course is for students who need additional time and support to complete the mathematics requirements for graduation or who may not have attained the mathematics benchmark ACT score, set by the Council on Postsecondary Education. This course could serve as a mathematics elective for high school graduation.

College and Career Readiness English Grade Level: 12 - This course is for students who need additional time and support or who may not have attained the benchmark ACT score in English/Language Arts.

Community Problem Solving Grade Level: 11-12 - This course is an active learning, project-based course for the energetic student who wishes to explore community issues through the development of advanced inquiry, problem-solving, and critical thinking skills. The course is built around major individual or group projects which propose action-based approaches to real community issues. Opportunities for state and international competition exist.

Money Skills – Grade Level 10-12 - This course is designed to provide students with math concepts needed in developing sound money management skills which will help to improve the quality of life for individuals and their families. This course can count as a fourth math credit.

Child Development - This course provides training for entry-level positions in day care centers, nurseries, kindergartens, and private homes. Students study careers in child development, child development and guidance, children's health and well being in group care, value of play, teach strategies and management, and curriculum development. The subject content is reinforced with work experience in a variety of childcare establishments

Leadership Dynamics Grade Level: 9-12 - This course is designed to assist students with developing skills needed to be successful leader and responsible members of society. The student will develop personal attributes and social skills. Emphasis will be placed on interpersonal skills, team building, communication, personal development and leadership.

Child and Human Development - This course addresses the practical problems related to understanding the types and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, meeting the needs of exceptional children, promoting optimum growth and development in the infancy, toddler, and preschool stages. Career is also explored.

College Courses---DUAL CREDIT (college/HS) COURSE - Many students have the opportunity to go off campus to KSU, Anderson or Central Technical College, Midway College, Sullivan University or Georgetown College to take courses. A course may count as a dual credit course if we do NOT offer the course and it is part of a student's Individual Graduation Plan---Career Plan. Refer to our Board of Education Policy for more information.

Aviation Program -

Freshmen - Introduction to Aerospace. Each 9 weeks/quarter will be a different emphasis (flight, aircraft maintenance, engineering, and space systems)

Sophomore - Aviation Science I (Aeroscholars/Simulation). This course will focus on flight and aircraft operations.

Junior - Aviation Science II. This course will be a combination of Aeroscholars and Jeppesen curriculum. The goal is to pass the FAA Private Pilot Written.

Senior – Dual Credit in area of choice (flight, aircraft maintenance, engineering, or space systems)

Grade	Aeronautical Engineering	Astronautical Engineering	Aircraft Maintenance	Flight and Aeronautics	Aviation Management and Operations
9	Introduction to Aerospace	Introduction to Aerospace	Introduction to Aerospace	Introduction to Aerospace	Introduction to Aerospace
10	Intro to Engineering Design (18 wks) Principles of Engineering (18 wks)	Aviation Science I (18 wks) Introduction to Space Systems (18 wks)	Aviation Science I	Aviation Science I	Aviation Science I
11	Aviation Science I (18 wks) Aviation Science II (18 wks)	Aviation Science II	Aviation Science II	Aviation Science II	Aviation Science II
12	Fundamentals of Aeronautical Engineering (3 Hours Credit by Examination in Engineering)	SSE 100 Satellites and Space Systems I SSE 122 Satellites and Space Systems II (6 Hours Dual Credit from Morehead State University)	Aircraft Maintenance Fundamentals (3 Hours Dual Credit from Jefferson Community and Technical College)	Senior Topics in Commercial Aviation (9 hours Articulated Credit from ECU)	Management and Leadership in Aerospace (6 hours Du Dual Credit from Embry Riddle Aeronautical University)

IT Pathway - Students learn to educate users as well as solve hardware or software operation and application problems. They learn to solve the problems users face in daily operation other skills include listening carefully and ask the appropriate questions to gather needed information and then take steps to solve the problem. Students learn to work help desk and walking users through the steps required to solve a problem over the telephone. They may also work with hardware and software installation and configuration.

- * Freshmen - Computer Applications and IC3 (Certification)
- * Sophomore - Computer Support Essentials Comptia A+ (Certification)
- * Junior - Comptia Network + (full year and a Certification)
- * Senior - Helpdesk Support (full year and a Certification)

Family and Consumer Management and Early Childhood Education Career Pathways

Grade	Family and Consumer Management	Early Childhood Education
9	FACS Life Skills	FACS Life Skills
10	Leadership Dynamics	Child/Human Development
11	Money Skills for Math	Child Development Services I
12	Foods and Nutrition	Child Development Services II

Frankfort Science Academy - The vision of FSA is to produce the next generation of scientists who will stand on the shoulders of the giants before them and continue the great discoveries that will improve the human condition. The purpose is to provide a rigorous, relevant, and real curriculum for students interested in scientific fields of study at the college level in order to prepare them for the realities of college rigor and future career expectations

Pathway Courses and FSA Courses

Design and Problem solving are required courses for pathways, plus two additional courses.

Design Principles

Design Principles is a foundational course in which students will develop understanding of what is necessary to develop an idea on "paper". Many future courses will require students to develop and produce products for testing and performing tasks. This course will provide students with exposure to computerized software that will aid in that development and instruct them on the "basics" of designing from thought a viable entity that can be produced. We will "think it" and "design it". Topics Include: Drafting Skills, Construction Geometry, 2D & 3D Modeling, Dimensioning, Tolerances, Modeling and rendering, and Presenting and Documenting.

Problem Solving in Science and Engineering

Students are given situations in which they must use what they know to work their way through to a solution. The course is designed to identify weaknesses in mathematical thought and application, Scientific Method, and experimental design. Once weakness are identified, specific instruction is given to strengthen those areas and an activity is developed in which students must apply that content in a new and unique fashion. This will be an intense, cooperative group course where much will be expected from the participants. All solutions will be explained in detail and presented to a panel for final evaluation. Topics Include: Dimensional analysis, Properties in mathematics, Factoring (both integers and polynomials), Experimental Design, Methods of measurement, Critiquing Work, Presenting work.

Project Based Engineering- Independent study

Students develop a concept from conception to completion utilizing the principles they have developed from preceding and concurrent course work. The project needs to be approved prior to onset of the course's beginning. Some of the requirements are as follows: Proposal of project including timeline, estimated expenditures, and expected findings. Journal of recording progress throughout process. Drafts and corrections. Discoveries of note for future consideration and investigation. Successful development of product. Project presentation. Peer review. Professional review.

Thermodynamics

Students study the laws of thermodynamics and relate them specifically to mechanical principles. Cyclic processes as involved in heat engines will be the primary focus of study as students work with gas laws, heat equations, and learn the processes involved in work done to and by a gas. Students will need to integrate their understanding of chemistry with their working knowledge of physics and design principles. Topics Include: Enthalpy, Entropy, Ideal gas law, Work, PV diagrams, Engines, Efficiency, Application.

Statics

Students apply their knowledge kinematics and kinetics to the behavior of rigid bodies under stress. Principles from mathematics (Calculus concepts will be taught and used) will be applied in real applications to determine the parameters and limits of materials strengths and behaviors under specific conditions. This is a high level, high demand course designed to differentiate students that will be successful in many engineering curricula.

Topics Include: Basic mechanics, Free Body Diagrams, Equilibrium, Trusses and frames, Tension and shear.

Dynamics

Students study fluid behavior and how it affects the behavior of structures and determines an objects path. This course relies heavily on 2nd semester calculus topics based on integration. Student investigations will require computer simulation knowledge as they investigate real world objects behavior in real world situations
Topics Include: Hydrostatics, Dynamics in one direction, Particles in space (Inertial frames of reference), Straight line motion, Circular motion.

Grade	Biomedical Science	Science and Engineering
9	Medical Interventions Microbiology	Design Principles (semester) Problem Solving in Science and Engineering (semester)
10	Medical Science Biochemistry	Design Principles (semester) Problem Solving in Science and Engineering (semester) Thermodynamics (semester)
11	Genetics AP Biology	Thermodynamics(semester) Statics (semester) AP Physics (year long) AP Calculus (year long) Project Based Engineering (year long)
12	Human Body Systems (Anatomy and Physiology) Forensics	Thermodynamics(semester) Statics (semester) AP Physics (year long) AP Calculus (year long) Dynamics Project Based Engineering (year long)

Frankfort/Franklin County Community Education

916 East Main Street, Frankfort



FRANKFORT/
FRANKLIN
COUNTY
COMMUNITY
EDUCATION

Frankfort/Franklin County Community Education provides lifelong learning opportunities to full fill the formal and informal educational needs and desires of all age groups in the community, acknowledging that learning is dynamic and changing, occurs in many forms, and is a lifelong requirement for human development.

Frankfort/Franklin County Community Education program is sponsored by Franklin County Public Schools and the Kentucky Department of Education. Franklin/Franklin County Community Education expands the utilization of the school facilities in order for the schools to become the center of learning for the community. FFCCE brings volunteers to the schools for the mentoring and tutoring to the students, and provides linkage with business and industry, community agencies and organizations and individuals to resolve community and school issues.

MENTORING PROGRAM FOR MIDDLE SCHOOL STUDENTS/ELKHORN MIDDLE SCHOOL - In the fall of 2012, Kentucky State University, Elkhorn Middle School Resource Center, Frankfort/Franklin County Community Education and the local community are partnering to provide a Mentoring program to Middle School students at Elkhorn Middle School.

The mentoring program will focus on developing skills for academic, emotional and social growth of the students with the most needs. Mentors are positive role models, good listeners, advocates and guides for the students. We will have students from KSU, and members recruited from our local community to provide this mentoring on Tuesdays, from 3:30pm to 4:30pm. The location will be at Elkhorn Middle School, 1060 East Main Street. Mentors and mentees will have a designated meeting within the building.

The selection of mentees will be done by the Family Resource Center staff, and input will be solicited from teachers, guidance counselors, etc. Parent/Guardian permission will be required for participation in the program.

Kentucky State University will recruit students to help with this program, and we will be promoting the program through a marketing campaign, posters, the local paper, community presentations to local organizations, to recruit community members. Applications and a training schedule will be available. All mentors will undergo a background check and fill an application. All volunteers will receive additional training related to working with students in a group and specific information. Mentors make a long-time commitment to meet with the student (at least a school year).

A curriculum will be in place, so the students have an activity to do every week, but it will be open to change if needed. Most of the interaction is guided by the session structure, which includes time for personal sharing and group activities. The mentoring will begin as a small group mentoring with around 10 students, and we are hoping to have around 4 students and community members, every Tuesday. We are trying to have enough volunteers to have the program every week through the school year.

Another component that we want to bring to the table, is our Lifelong learning classes, we want to incorporate some of our leisure classes to the mentoring program. One day we will have one of our instructors teach a Watercolor class, another a Karate class, or even a session on learning how to play the Guitar, or how to knit a scarf or play chess. Our goal is exposing the students to the arts, crafts, etc., things that they may be difficult to obtain. We want to add activities with a specific focus such as community service or career development.

For the mentor time with youth, group structure and training are all seen as beneficial and meaningful, making a difference on the youth's life. There will be a liaison between the school/agency and the mentor from the businesses, community and an evaluation of the program will be conducted and mentors will be recognized.



The Kings Center
202 East Third Street, Frankfort

The Kings Center's mission is to serve the physical, emotional, academic, and spiritual needs of Frankfort/Franklin County children and families by being a caring presence in the community. Three major goals undergird the programs and activities offered by the Center:

- Each young person will receive what he/she needs in order to earn a high school diploma or General Education Development (GED);
- Each young person will receive one-on-one mentoring from a caring adult; and
- Each young person will develop an appreciation for Frankfort and all that the city has to offer.

The Kings Center - City of Angels Program is to make a positive difference in the lives of the children and youth in Frankfort who attend activities at the Kings Center. A one-on-one relationship is developed between a sponsor (either an individual or a group such as a Sunday school class, a church circle, a club, etc.) and a child. The anonymous sponsor, known as a Secret Angel, provides emotional support through monthly correspondence, gifts on special occasions, and spiritual support in the form of daily prayer for the child and his/her family. A person may also participate as a donor. The concept is simple: Helping children know that the Christian community loves them.

An active sponsor, known as a child's "Secret Angel," is asked to:

- Pray each day for the sponsored child
- Send one card a month to encourage the child
- Provide school supplies in August, such as paper, pencils, pens, folders, markers, not to exceed \$20
- Donate \$5 monthly (\$60 yearly) toward expenses such as food/snacks, field trips, and other activities
- Provide a \$20 to \$30 Christmas gift
- Recognize the child on his/her birthday with a card

Capital City Preparatory

502-875-8650

To Better Myself, To Better My Community, To Better My World

Capital City Prep (formerly Wilkinson Street School) is a full participant in the Jobs for Kentucky Graduates Program. We have a class designed for workforce preparation. We use the ILP to design resumes. We collaborate with Commonwealth Credit Union for Interview Skills assessment. The curriculum established by JKG pushes students to develop strong communication, collaboration, and problem solving capabilities. The rest of our academic program is designed primarily to close gaps in students learning and to get them academically prepared to succeed in whatever choices they have after graduation. They take a full complement of high school courses and do work to prepare them for high achievement on the ACT and other state required assessments. We are proud of the work they have done and continue to do, and we have a bevy of trophies from the JKG spring competitions to show that our kids 'get it.'



Frankfort Area Chamber of Commerce
100 Capital Avenue, Frankfort

REALITY STORE

It is an active, hands-on, real-life simulation for middle school students. Offered in a game format, students learn the “reality” of a monthly family budget and the value of making appropriate choices in planning for career, family and their education.

Reality Store is a simulation game in which students identify their career interests, research a specific career, and receive a mock checkbook with the monthly income entered for the specific career. Students then visit booths manned by community members at which they pay their monthly bills.

At each booth, the students make decisions concerning the standard of living they’ll assume. For example, at the housing booth (manned by a Realtor), students decide if they want to pay for a one-bedroom efficiency apartment or a five-bedroom home.

Following the Reality Store simulation, students discuss the impact of the educational choices they make today on their ability to 1) enter various occupations and 2) support various standards of living in their future.

How it works: 2 volunteers are assigned at each of 10 stations. Their job is to guide students in making choices and helping them to make adjustments to their check register.

In 2010, the Chamber added an Employee Bonus booth to Reality Store. The Employee Bonus booth is set up to provide added income based on a student’s absence/tardy.

Committee members also added an Education booth to Reality Store, in this booth volunteer’s talk with students about attending college, financial planning and Kentucky Higher Education speaks with students regarding student loans and grants that are available.

In 2012, the Workforce Development Committee will add Field of Interest. The Committee’s goal is to partner students up with business mentors in the field of study.

Work Ethic Program – The Frankfort Area Chamber of Commerce began a Work Ethic Program in 2006 with area high schools that would provide fundamental goal is to produce graduates who will be responsible, productive members of the community. The Franklin County Chamber of Commerce believes that there is a direct relationship between the work ethic that young people display in school and their future success. By striving to instill a positive work ethic in our students, we will help ensure their futures as responsible, productive members of the community. Because the Frankfort Chamber recognizes the value of a strong work ethic, the Work Ethic Award would be presented to students who meet the high standards defined in the criteria. This special award will validate students who earn the credential as prime candidates for employment and/or postsecondary education. The Work Ethic Program presented six (6) students with the Work Ethic Seal Certificate in 2006. However, due to school staffing shortage and lack of participation this program was canceled in 2007. With the implementation of the Work Ready Community Program, the Work Ethic Program is being revisited and tooled to better serve our school systems, students and employers. Through various Media Blitz and personal meeting with local employers, the Frankfort Chamber staff and Work Ready Committee the Work Ethic Program will be promoted in the Frankfort and Franklin County community.

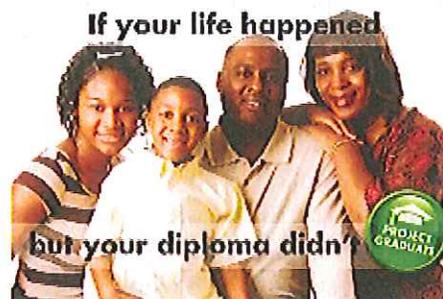
PARTICIPATION - In 2006, seniors were the only student eligible to apply for this distinction. Students must make their commitment to the program at the beginning of the senior year and make formal application by March 1. Students transferring from non-participating schools must be enrolled in a participating school for a minimum of one semester and declare their commitment at the time of enrollment. The award, which includes a certificate and a medallion, will be presented at the close of the senior year.

STANDARDS - The following nine standards have been established to determine eligibility for the Work Ethic Certificate and medallion: *attendance, punctuality, discipline, achievement, community service, work ethic, dependability, respectfulness and cooperation*. Four of the standards require teacher certification that the

student demonstrates the standards on a consistent basis. A maximum of 20 points was possible; in order to qualify for the program, a student must earn a minimum of 16 points. At least one point must be earned for each standard. Ratings on the three Subjective Criteria forms completed by teachers will be averaged to produce a single rating for each standard. Average ratings will be computed to two decimal places. Final award of the Work Ethic Certificate to qualifying students will be contingent upon demonstration of all standards until the close of school term.

Project Graduate

The Kentucky State University Office of Enrollment Management is pleased to facilitate Project Graduate, a statewide outreach effort to engage and graduate returning adult students.



We are now accepting applications for Fall 2012/2013

Kentucky State University Project Graduate program an outreach effort to engage and graduate returning adult students. Project Graduated Program is a statewide program to assist former Kentucky State University students who has cumulative at least 90 or more semester credit hours and no degree. The program is designed to help former students obtain a Baccalaureate Degree in our fast track option in Liberal Studies.

Returning to continue your education is a big step. A college degree will give you a competitive advantage in the marketplace and provide you with the skills and knowledge valued by employers in business, government and organizations. KSU offers many programs and services to assist you with the transition of returning back to school.

- Application Fee Waiver
- Priority Enrollment
- Individual Advising
- Degree Summary
- Payment Plans
- Credit for Prior Learning
- Credit for Work Experience

What is Credit for Prior Learning?

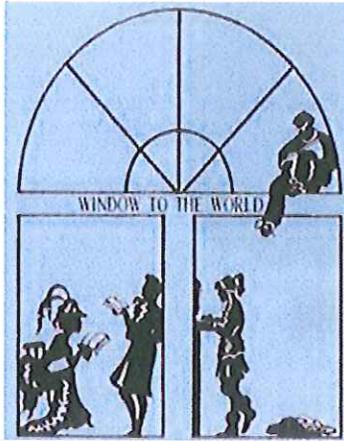
The credit for life program is a completion of a Portfolio for earned credit from course(s) that one feels they have significant life learning experience for. Student can earn up to 30 semester hours.

[Continuing/Distance Education](#)

What is Credit for Work Experience?

Project Graduate students can earn up to twelve hours of academic credit based upon full time employment

Career Workshop Series



PAUL SAWYIER PUBLIC LIBRARY
319 Wapping Street
Frankfort, KY 40601
502.352.2665
www.pspl.org



The **Paul Sawyer Public Library** is excited to once again host the Career Workshop Series, a five-week series of programs and classes on career development and job searching.

The series begins with **Small Business Resources**, a program for local business owners. Ernie Dixon, reference librarian, will discuss available print and online resources which can help entrepreneurs work toward those start-ups they've been thinking of, as well as free ways to promote businesses using social media.

Kim Jones from Kentucky State University's Career Counseling and Placement Office will lead an in-depth **Resume Workshop**. Participants should bring a resume to be critiqued or their personal information and work history so that they can create a resume. Registration is requested for this program – please call the Library to sign up.

The Library will also offer our **Resume Builder** computer class on creating an online resume from a Google document template. These classes will be held in the Library Computer Lab.. No registration is required for the Resume Builder computer classes.

KY Teleworks: Work From Home to learn more about the Kentucky Teleworks program, a part of the state's workforce development system. Kentucky Teleworks is an initiative of the Eastern Kentucky Concentrated Employment Program and is sponsored by the Office for Employment and Training.. Job screenings for Kentucky Telework employers will also be held. Those interested in the screenings should bring a resume, photo ID, and their social security card.

James Hale will lead **Interview Clinic** in the Library Community Room. Hale is the author of *Getting Seen: The Ultimate Guide to Creating the Most Important Document of Your Life — Your Resume* and founder/CEO of Path Choices, a Kentucky-based company. 85 percent of all applicants who are strong enough to get their foot in the door with a good resume fall flat in the job interview. In this clinic, participants will experience a mock interview where they will be asked customized questions. Responses will be critiqued and reviewed with coaching from an interview professional. Optional videotaping will allow participants to see themselves as the hiring manager does. Please register early at the Library, and come dressed for a real interview.

We are also pleased to welcome the Central Kentucky Career Center who will lead **Job Search Skills for 50+**, this program will discuss different techniques and skills that seniors can use to reenter the workforce or give them an edge in job searching.



OPERATION PREPARATION COMING MARCH 2012

COMMUNITY SUPPORT + PREPARED STUDENTS = COLLEGE/CAREER SUCCESS



what?

A community-based, student advising week focused on college/career readiness. Operation Preparation is a powerful opportunity for schools, students, parents and communities to collaborate in effective advising for Kentucky middle and high school students to help them focus on the importance of planning for college and/or a career. A joint effort of the Kentucky Department of Education and the Department of Workforce Development, Operation Preparation has the potential to reach more than 100,000 statewide.

why?

To inform and inspire students as they move along the path to college/career readiness. You may be thinking, "Isn't this the job of a school counselor?" Unfortunately, with a statewide student-to-counselor ratio of about 450:1, many school counselors are overloaded with the number of students they need to reach. Operation Preparation gives parents and community members a chance to partner with their local schools in support of Kentucky's goal to increase the college/career-readiness of students. It will help students maximize their educational opportunities in high school and also provide them with the opportunity to hear about the importance of college/career planning and readiness from an unbiased adult—someone other than a parent or teacher.

who?

8th- and 10th-grade students. These are pivotal years in the college/career planning process. In 8th grade, all Kentucky public school students take the EXPLORE high school readiness exam which is designed to help 8th graders explore a broad range of options for their future as they prepare for high school and beyond. In 10th grade, Kentucky students take the PLAN assessment, which helps build a solid foundation for future academic and career success. The exam assesses the same subjects as EXPLORE (English, mathematics, reading and science) and is a predictor of success on the ACT exam that all students take in spring of their junior year in high school.

when?

March 12-16, 2012. It will be up to each middle and high school to determine whether to participate in Operation Preparation and how it wishes to structure the program to meet the needs of its students and the local community. Look for Operation Preparation to become an annual event.

where?

Your local school district. Contact the school district office in your community to find out which schools in your area are participating in Operation Preparation and let them know you'd like to help. All advising sessions will take place at the school in a public setting.

For more info, visit www.operationpreparation.com



How can you get involved in Operation Preparation?

Support your child's participation

Be a Volunteer.

Parents play a critical role in the advising process and in ensuring that their student graduates from high school college/career ready. As a parent, you can support the middle and high schools in your district and their students by volunteering to be a community advisor. Your participation could make the difference in the life of a child.

Talk with your child.

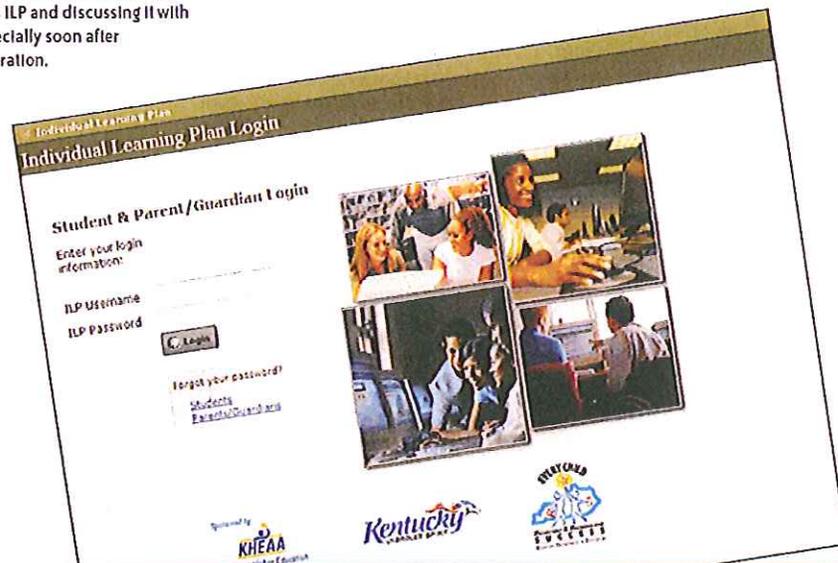
If you are the parent of an 8th- or 10th-grade student, you can support and encourage your child's participation in Operation Preparation. One-on-one advising can be a powerful tool and a valuable experience for the student and should help them maximize their education and preparation for the future.

Get to Know the ILP.

If you have a middle or high school student, help them in the development of their Individual Learning Plan -- an online tool designed to allow students to explore careers, track coursework and activities, and search for postsecondary options. It is mandatory for students in grades 6-12 and parents are required to sign off on a student's Individual Learning Plan each year. Log-in credentials are available from your child's school. Spend some time looking over your child's ILP and discussing it with him or her - especially soon after Operation Preparation.



Parent Crista Hawkins talks with her daughter Haley about what courses the 8th grader plans to take in high school. The Jessie Clark Middle School student is already preparing academically for college and eventually to become a nurse practitioner. Photo by Amy Walton, Kentucky Department of Education.



Individual Learning Plan for Kentucky students
<https://www.careercruising.com/ilp>

Be a community volunteer

Community volunteers who care about students' and Kentucky's future are the heart of Operation Preparation. Ensuring our students are college/career-ready will benefit us all.

Community volunteers can be:

- school/district personnel
- School-Based Decision Making Council (SBDM) members
- PTA members
- college/university employees
- local business people
- elected officials and government employees
- retirees
- parents
- community members concerned about Kentucky's and our children's future

Each school/partner will recruit its volunteer community advisors. Each volunteer is encouraged to advise more than one child; however, each session should be individualized for the student.

As a volunteer, you will be required to do three simple things:

Complete a 30-minute online training session.

To be completed prior to the advising session, this training will familiarize you with the components of the student Individual Learning Plan, EXPLORE (8th grade) or PLAN (10th grade) results, what they mean in relation to college/career readiness, and whether the student is on target to meet his or her current postsecondary education/job goals.

Sign a non-disclosure form.

In accordance with the federal Family Educational Rights and Privacy Act (FERPA), you will sign a form agreeing not to disclose student-specific information. As a volunteer, you may be subject to a background check and may need to sign an Acceptable Use Policy, agreeing to the



Campbell County Middle School student Zaria Rogers talks with Jennifer Fritsch, executive producer for Q102 radio in Cincinnati about career goals. Fritsch has volunteered to advise and mentor the 8th grader as part of Operation Preparation. Photo by Amy Wallot, Kentucky Department of Education

proper and appropriate use of any school/district technology. In many districts these requirements are standard operating procedure for school volunteers, based on local board of education policy.

Meet with a student.

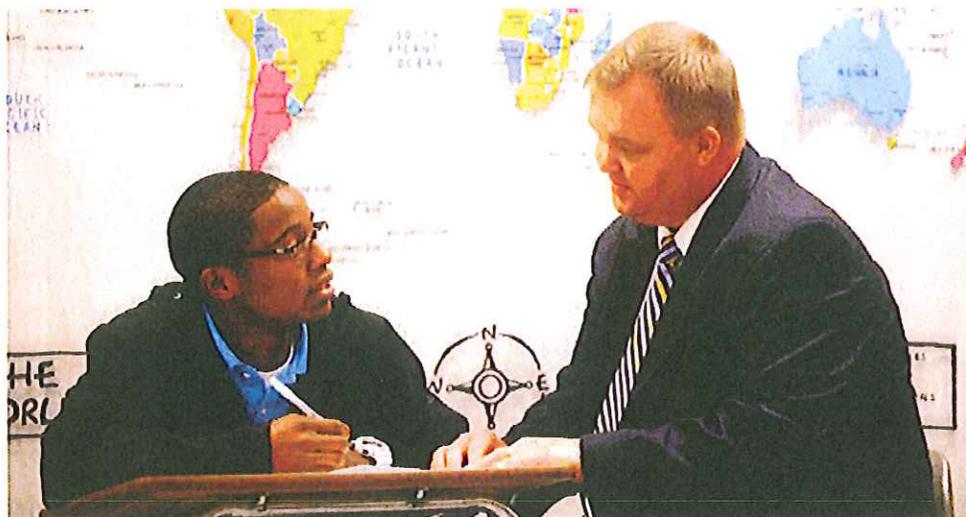
After completing training, community advisors will be assigned a mutually agreed-upon time during the week of March 12-16, 2012 to meet with a student one-on-one at school for about 20 minutes to offer guidance to help the student prepare for a successful future in high school and beyond. On the scheduled day, you will check in at the school office, be given your student's data and shown where the advising session will take place.

During the advising session, you will use the student's Individual Learning Plan or ILP (including career interest inventory

and EXPLORE/PLAN results) to discuss the student's:

- career aspirations, required education/training and workforce skills
- whether the student is on target to meet his or her goals
- whether the student is taking the courses recommended to prepare him or her for a successful future

The meeting is designed to provide both information and inspiration for the student to achieve college/career-readiness. Once the advising session is over, you will return any student data to the office before signing out.



James Hardin, career and technical education coordinator for Fayette County Schools, and Tates Creek High School sophomore Devin Hairston discuss college plans as part of Operation Preparation. Photo by Amy Wallot, Kentucky Department of Education.

FRANKFORT AREA CHAMBER OF COMMERCE

Work Ethic Award Program

RATIONALE

High schools serve as a bridge for student transition to adult life. Upon completion of high school, students have formed habits they will carry with them the rest of their lives. One of the fundamental goals of all high schools is to produce graduates who will be responsible, productive members of the community. The Frankfort Area Chamber of Commerce believes that there is a direct relationship between the work ethic that young people display in school and their future success. By striving to instill a positive work ethic in our students, we will help ensure their futures as responsible, productive members of the community.

Because the Frankfort Area Chamber recognizes the value of a strong work ethic, it will present a special Work Ethic Award to students who meet the high standards defined in the criteria. This special award will validate students who earn the credential as prime candidates for employment and/or postsecondary education.

PARTICIPATION

Only seniors are eligible to apply for this distinction. Students must make their commitment to the program at the beginning of the senior year and make formal application by March 1. Students transferring from non-participating schools must be enrolled in a participating school for a minimum of one semester and declare their commitment at the time of enrollment. The award, which includes a certificate and a medallion, will be presented at the close of the senior year.

STANDARDS

The following nine standards have been established to determine eligibility for the Work Ethic Certificate and medallion: *attendance, punctuality, discipline, achievement, community service, work ethic, dependability, respectfulness and cooperation.* Four of the standards require teacher certification that the student demonstrates the standards on a consistent basis.

A maximum of 20 points is possible; in order to qualify for the program, a student must earn a minimum of 16 points. At least one point must be earned for each standard.

Ratings on the three Subjective Criteria forms completed by teachers will be averaged to produce a single rating for each standard. Average ratings will be computed to two decimal places.

Final award of the Work Ethic Certificate and medallion to qualifying students will be contingent upon demonstration of all standards until the close of school term.

SAMPLE

**FRANKFORT AREA CHAMBER OF COMMERCE
IN PARTNERSHIP WITH JUNIOR ACHIEVEMENT
WORK ETHIC PROGRAM**

STUDENT COMMITMENT FORM

(To Be Returned To Career & Tech Center office by March 1st)

I pledge my commitment to demonstrate the standards listed below as qualifying criteria for the Frankfort Area Chamber of Commerce Work Ethic Award. I will make formal application to the Career & Tech Center office by March 1st. I understand that I must follow all guidelines set forth and demonstrate high standards for the remaining school year to qualify for this special award.

OBJECTIVE CRITERIA

**DISCIPLINE STANDARD
ATTENDANCE STANDARD
ABSENCE STANDARD
PUNCTUALITY STANDARD
COMMUNITY SERVICE
ACHIEVEMENT STANDARD**

SUBJECTIVE CRITERIA

**WORK ETHIC STANDARD
DEPENDABILITY STANDARD
RESPECTFULNESS STANDARD
COOPERATION STANDARD**

(ADA accommodations will not negatively impact these standards.)

STUDENT NAME (PLEASE PRINT)

SCHOOL

SIGNATURE

DATE

CHAMBER SPONSOR SIGNATURE

DATE

JA VOLUNTEER SIGNATURE

DATE

SCHOOL REPRESENTATIVE SIGNATURE

DATE

DUE TO CAREER & TECH CENTER OFFICE BY March 1, 2008

FRANKFORT AREA CHAMBER OF COMMERCE

WORK ETHIC AWARD STUDENT GUIDELINES

In order to participate in the Work Ethic Award Program, you must complete the final application and return it and all required forms to your counselor/school designee by March 1.

Please place your name on the Application Form, attach your Community Service Verification Form and return them to your counselor/school designee by March 1. The objective criteria* ratings will be completed by the school based upon your official school records.

After you initially qualify (based upon the Objective Criteria), you should ask three teachers to complete a Subjective Criteria form.** *Please advise your teachers that these forms must be returned directly to your counselor/school designee and may not be returned to you, the student, under any circumstances.* These recommendations will remain confidential and will not be available for student review. Please also remind your teachers that the deadline for Subjective Criteria Forms is March 20. Presentation of the Work Ethic Award will be contingent upon demonstration of all standards until the close of the school term.

Please remember that the intent of the Work Ethic Award is to recognize students who have demonstrated outstanding work ethics while in school. The Work Ethic Award will also distinguish your application for employment and postsecondary education programs. The Frankfort Area Chamber of Commerce encourages area businesses and education institutions to recognize this special recognition in employment/admission decisions. This award is not only an honor, but also a competitive advantage.

*Award of the Work Ethic Certificate and Medallion is contingent upon student performance/records for the full school year.

**Ratings from the three Subjective Criteria forms will be averaged to two decimal places to produce a single rating for each standard assessed.

COMMUNITY SERVICE VERIFICATION

In an effort to promote a strong work ethic among the students of Frankfort Area, the Chamber of Commerce has established a Work Ethic Award Program. One of the standards for this award is community service. Please verify below the community service activity and amount of time contributed by the student. Your assistance with this important activity is most appreciated.

I verify that

Student's Name

has

completed

(hours:minutes) of community service.

These activities were conducted

(hours:minutes) during the school day;

(hours:minutes) outside the school day.

His/her activities included

Supervisor

Club/Organization (If Applicable)

FRANKFORT AREA CHAMBER OF COMMERCE
WORK ETHIC AWARD APPLICATION

Student name _____

Please place your name on this portion of the application, attach your Community Service Verification(s) and return to your school designee by March 1.

OBJECTIVE CRITERIA

_____ DISCIPLINE STANDARD

- 1 pt. (minimum) No more than one discipline referral during the senior year
- 2 pts. (maximum) No discipline referrals during the senior year

_____ ATTENDANCE STANDARD

- 1 pt. (minimum) Attendance rate of 95% during the senior year
- 2 pts. (maximum) Attendance rate of 97% during the senior year

_____ ABSENCE STANDARD

- 1 pt. (minimum) No more than one unexcused absence during the senior year.
- 2 pts. (maximum) No unexcused absence during the senior year

_____ PUNCTUALITY STANDARD

- 1 pt. (minimum) No more than one unexcused tardy during the senior year
- 2 pts. (maximum) No unexcused tardy during the senior year

_____ COMMUNITY SERVICE STANDARD

- 1 pt. (minimum) Documents 6 hours of community service
- 2 pts. (maximum) Documents 12 or more hours of community service
(6 hours of which must be completed during out-of-school time)

ATTACH SIGNED COMMUNITY SERVICE FORMS TO THIS APPLICATION.

_____ ACHIEVEMENT STANDARD

- 1 pt. (minimum) Grade point average of 2.0 or higher
- 2 pts. (maximum) Grade point average of 3.0 or higher

(Americans with Disabilities Act accommodations will not negatively impact these standards.)

FRANKFORT AREA CHAMBER OF COMMERCE
WORK ETHIC AWARD
SUBJECTIVE CRITERIA

Student name _____

Teacher making recommendation _____

Please assess a rating for each standard and return the recommendation directly to the counselor/school designee (not the student) by March 20th.

SUBJECTIVE CRITERIA

WORK ETHIC STANDARD

- 0 pts. Seldom demonstrates a strong work ethic
- 1 pt. (minimum) Often demonstrates a strong work ethic
- 2 pts. (maximum) Always demonstrates a strong work ethic

DEPENDABILITY STANDARD

- 0 pts. Seldom demonstrates punctuality in completing assignments
- 1 pt. (minimum) Often demonstrates punctuality in completing assignments
- 2 pts. (maximum) Always demonstrates punctuality in completing assignments

RESPECTFULNESS STANDARD

- 0 pts. Seldom respectful to peers, teachers, and administrators
- 1 pt. (minimum) Often respectful to peers, teachers, and administrators
- 2 pts. (maximum) Always respectful to peers, teachers, and administrators

COOPERATION STANDARD

- 0 pts. Seldom cooperates with peers, teachers, and administrators
- 1 pt. (minimum) Often cooperates with peers, teachers, and administrators
- 2 pts. (maximum) Always cooperates with peers, teachers, and administrators

Teacher Signature _____ Date _____

(Americans with Disabilities Act accommodations will not negatively impact these standards.)

FRANKFORT AREA CHAMBER OF COMMERCE WORK ETHIC AWARD TIMELINE

- September** Chamber and school conducts orientation to Work Ethic Award for Seniors.
- October 1** Seniors submit Commitment Forms to the counselor/school designee. (Counselor submits list of committed students to Chamber by October 8.)
- March 1** Seniors return Application Forms and Community Service Verification Forms to the counselor/school designee.
- March 20** Teachers return Subjective Criteria Forms to the counselor/school designee.
- May** Qualifying students receive Work Ethic Award Certificates and Medallions at Graduation or Awards Ceremony.

Important Program Deadlines

- April 1** Schools submit tentative list of qualified Seniors to Chamber of Commerce.
- May 20** Chamber of Commerce distributes Work Ethic Certificates and Medallions to schools.

FRANKFORT AREA CHAMBER OF COMMERCE WORK ETHIC AWARD

What benefits do students receive?

Students receive a Work Ethic Certificate and Medallion.

Students increase awareness of work ethic components.

Students have an opportunity to practice work ethic components.

Students develop awareness of the importance of having references.

Students may reference the award during employment interviews.

Students may use the award to facilitate admission to post-secondary programs.

Students have another motivation to demonstrate desired behaviors.

What benefits do the schools receive?

Schools have another tool to reinforce the importance of the work ethic.

Schools have another way to reward excellence.

Schools have additional documentation to support recommendations for employment.

What costs will the school incur?

The school will incur no costs.

How does the school begin program implementation?

The Superintendent, Principals and Counselors attend a program orientation conducted by the Chamber of Commerce at the beginning of the school year.

Chamber representatives introduce the program to the senior class in September.

The school and Chamber market the program to seniors, explaining the value of the program.

The school implements a building-level process for student application and identification.

How will certificates and medallions be distributed?

The school designee will submit a tentative list of qualifiers certified by the principal to the Chamber of Commerce by April 1 of each year. The school will make the final determination of student qualification immediately prior to presentation of the award.

Certificates and Medallions will be sent to the school by May 1.

The Chamber will print student names on the certificates and add the signature(s) of appropriate Chamber official(s). The school will add the signatures of the Superintendent and Principal.



CDS Capital Day School

What are you looking for in your child's school?

- Exceptional education
- Safe environment
- Dedicated, nurturing teachers
- Small class size - Every student is known
- Racially, ethnically, and economically diverse population
- Affordable: financial aid, scholarships, multi-child discounts

www.capitaldayschool.net

120 Deepwood Dr. • Frankfort, KY • (502) 227-7121

Capital Day School is an independent school for students in preschool through the eighth grade. The school has provided outstanding educational opportunities to Central Kentucky families for more than 50 years.

Capital Day School stresses the highest standards of **academic pursuit and personal development**, and we are proud of our tradition of excellence. Students of all ages are challenged and nurtured to become their personal best, and the result is confident leaders who have a strong work ethic. CDS graduates have choices about where they attend high school and college and what kinds of jobs await them in the future. The average ACT score for Capital Day School alumni is a 29.6, well above the state average of 18 and the national average of 21.



Preschool (ages 3 and 4)

Using a developmentally structured curriculum, the Preschool provides a solid foundation for social, physical, and educational growth. Students are challenged beyond letters and numbers with developmentally appropriate goals that encourage responsibility, independence, and a love of learning.

Lower School (Kindergarten—Grade 4)

The fundamentals of reading, language arts, mathematics, science, and social studies are stressed. The Superkids Reading Program and Everyday Mathematics are strengths of the curriculum, which is enhanced with interdisciplinary units and classes in art, music, technology, Spanish, and physical education.



Middle School (Grades 5—8)

A rigorous curriculum is combined with many enrichment activities and electives such as piano and music theory, painting, French, and journalism. Field studies are a vital part of the curriculum. Students may choose to participate on a variety of sports teams and in academic competitions.

The **Capital Day School curriculum** also includes subject areas which have been deemphasized in other schools, such as handwriting, spelling, library and research, and health. Lessons in S.T.E.M subjects—Science, Technology, Engineering, and Math—promote critical thinking skills and innovation. Instruction is designed to challenge each student according to his or her own skills and developmental needs. Our Healthy Living Policy assures that we remain thoughtful and deliberate about students' health. Students have two outdoor recesses daily for fresh air and play.



Capital Day School is **accredited** by the Independent Schools Association of the Central States (ISACS) and **certified** by the Kentucky Non-Public Schools Commission. The School is also a member of the National Association of Independent Schools (NAIS), the Kentucky Association of Independent Schools (KAIS), and the Association for Middle Level Education (AMLE).

For information, contact *Debbie Adkins, Head of School*, at (502) 227-7121 or by e-mail at debra.adkins@capitaldayschool.net

Bluegrass Community and Technical College's Workforce Solutions Department can assess your needs and provide on-site, customized, hands-on training.

CEU's or college credit can be awarded.

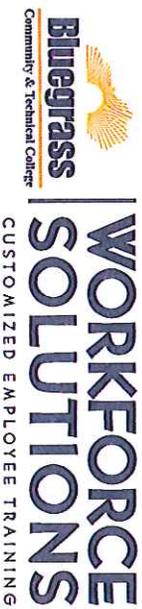
Funding opportunities may be available.



FOR MORE INFO

Ted Nicholson / PROJECT MANAGER
859.246.6675
ted.nicholson@kctcs.edu

Sheila Simpson / PROJECT MANAGER
859.246.6666
sheila.simpson@kctcs.edu
or visit bluegrass.kctcs.edu/workforce



WORKFORCE SOLUTIONS
CUSTOMIZED EMPLOYEE TRAINING

Mark Manuel / VICE PRESIDENT
Bluegrass Community & Technical College
Workforce and Institutional Development
164 Opportunity Way
Lexington, KY 40511
859.246.6673
mark.manuel@kctcs.edu

BCTC is an equal opportunity employer and education institution.



WORKFORCE SOLUTIONS
CUSTOMIZED EMPLOYEE TRAINING

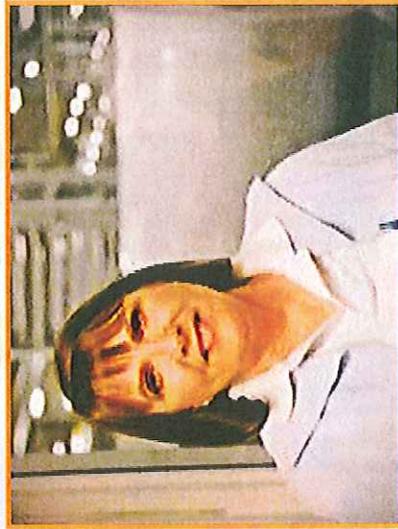
LEADERSHIP Training



LEADERSHIP Training

Bluegrass Community and Technical College's Workforce Solutions Department is a member of the AchieveGlobal Education Partner Network. AchieveGlobal is the world's leading resource for helping organizations translate business strategies into business results by developing the skill and performance of their people.

Our certified trainers will help you assess your needs and will tailor a program especially for your company. Each of the four-hour modules can be a stand-alone course or can be combined to create a custom program for your employees.



AchieveGlobal's Genuine Leadership® System is designed to provide a wide range of leadership skills and includes, but is not limited to, the following modules:

The Principles and Qualities of Genuine Leadership®

Activating Change™

Managing the Performance of Others™

- Planning for Performance Reviews™
- Clarifying Performance Expectations™
- Correcting Performance Problems™
- Conducting Performance Reviews™

Maximizing Your Supervisory Potential™

- The Hallmarks of Supervisory Success™
- Delegating for Shared Success™

Coaching Others for Top Performance™

- Providing Constructive Feedback™
- Developing Others™
- Giving Recognition™

Accelerating Team Productivity™

- Building Team Pride and Purpose™
- Developing Team Agility™
- Resolving Conflicts Within Your Team™
- Negotiating Resources for Your Team™

Work Load Management

- Identifying Work Priorities and Setting Verifiable Goals™
- Managing Your Priorities™
- Personal Strategies for Navigating Change™

Problem-solving Results™

- Connecting People and Processes
- Exploring Gaps, Causes and Solutions

Working Through Emotions and Conflict™

- Addressing Emotions at Work™
- Resolving Conflicts with Your Peers™

In addition to Genuine Leadership®, the Stellar Service™ training is the culmination of three decades of research around customer satisfaction and profitability.

Creating Stellar Customer Relations®

Meeting the Challenge of Stellar Service®

Coaching for Stellar Service®

Note: Most modules are four hours in length and can be taught individually. If you have additional questions, please contact one of the project managers.

VALUE ADDED SERVICES

Services provided through the MDC may include:

- Funding for training of current employees
- Coordination of services for training of current employees
- Funding for training of new maintenance workers
- Training, services, and potential funding for initiatives beyond maintenance

WHAT IS DIFFERENT ABOUT THE MDC?

The MDC changes the way that manufacturing companies both develop their multiskilled maintenance workers and in how they interact with the formative activities (including the education system) for those workers:

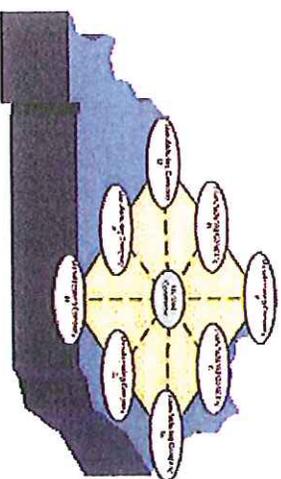
- Manufacturing changes from an passive, helpful role in education systems to active participation.
- Manufacturing changes from advising or requesting support or change in the education system to determining what it needs, and then engaging those education providers (K-12, community college, university, vendor) who will provide what is needed.
- The MDC is owned and lead by the manufacturing Core Members.
- The MDC "owns" the higher education curriculum content which is used to develop it's workers, rather than hoping for the best and taking what it can get. The mutual commitment is that we will find who can provide what we specify, or make it ourselves (directly or through services).
- Manufacturing steps up its role in actively working with the local education providers—K-12 and higher education—in a coordinated fashion, on a sustained basis. Because we will limit the number of education providers who support the development path, we can combine efforts for maximum impact for the providers, but with minimum impact on our human resources.

Bluegrass Region

Manufacturing

Development Collaborative

Group Start-Up and Development Notes



United — We Succeed!

Kentucky Association of Manufacturers (KAM)

CORE PURPOSE OF THE MDC

- Manufacturing companies collaborate to mutually support a single, best practice multi-skilled maintenance development program.

This program should yield the best possible graduates for multiskilled maintenance at the lowest cost of development.

MEMBERSHIP IN THE MDC

- Two types of members:
 - Core Members—Manufacturing companies who actively support and sustain the multiskilled maintenance development program.
 - Supporting Members—Any other organization which has meaningful value to add to the group to either support sustainment of the development program or to support Core Member companies in utilizing and gaining the greatest beneficial impact from the program.

- Observers

Observers are those organizations who have a meaningful interest in the success of the MDC but whose organization mission or function does not primarily support the MDC. These organizations may provide a secondary or indirect benefit in some way.

ACTIVITY IN THE MDC

Core Member of the MDC will:

- Support the multiskilled maintenance development program by utilizing the students who are enrolled as co-ops in their plants throughout the entire program for the student (unless reasonable circumstances require the plant to discontinue support of a co-op). Co-ops should be paid, but in special or needful circumstances this is not absolutely required.

ACTIVITY IN THE MDC (Continued)

Core Member of the MDC will:

- Support promotion of the multiskilled development program by participating in a mutual program of coordinated plant tours for potential development program trainees, their schools, and their parents.
- Support implementation of the core programs necessary to build the strongest possible multiskilled maintenance development program, including (but not limited to):
 - Project Lead the Way (PLTW)
 - Gateway to Technology (middle school component of PLTW)
 - Quest
 - FIRST program (Robot development and competition)
- Support a cooperative effort with the Core Members to work with the College Partner to maintain a strong presence in the hallways and classrooms of supporting K-12 systems.
- Where possible and when needed, financially support needs and initiatives to strengthen the development program (such as training equipment purchases, support of student/school participation in activities such as FIRST, etc.) Core Members are never required to support these financial initiatives. Any financial support will always be negotiated.
- Support the College Partner (CP) by utilizing it for both new team member development and training of current team members, where the CP can provide the need at competitive or lower rates than other potential vendors or suppliers. This is a team effort, and there must be dedication to the team.

COLLEGE PARTNER

The College Partner for the Bluegrass MDC is Bluegrass Community & Technical College - Georgetown / Scott County Campus.

1001 Cherry Blossom Way (FSCNA-3)
Georgetown, KY 40324
502.570.6357

Carol.crawford@kctcs.edu

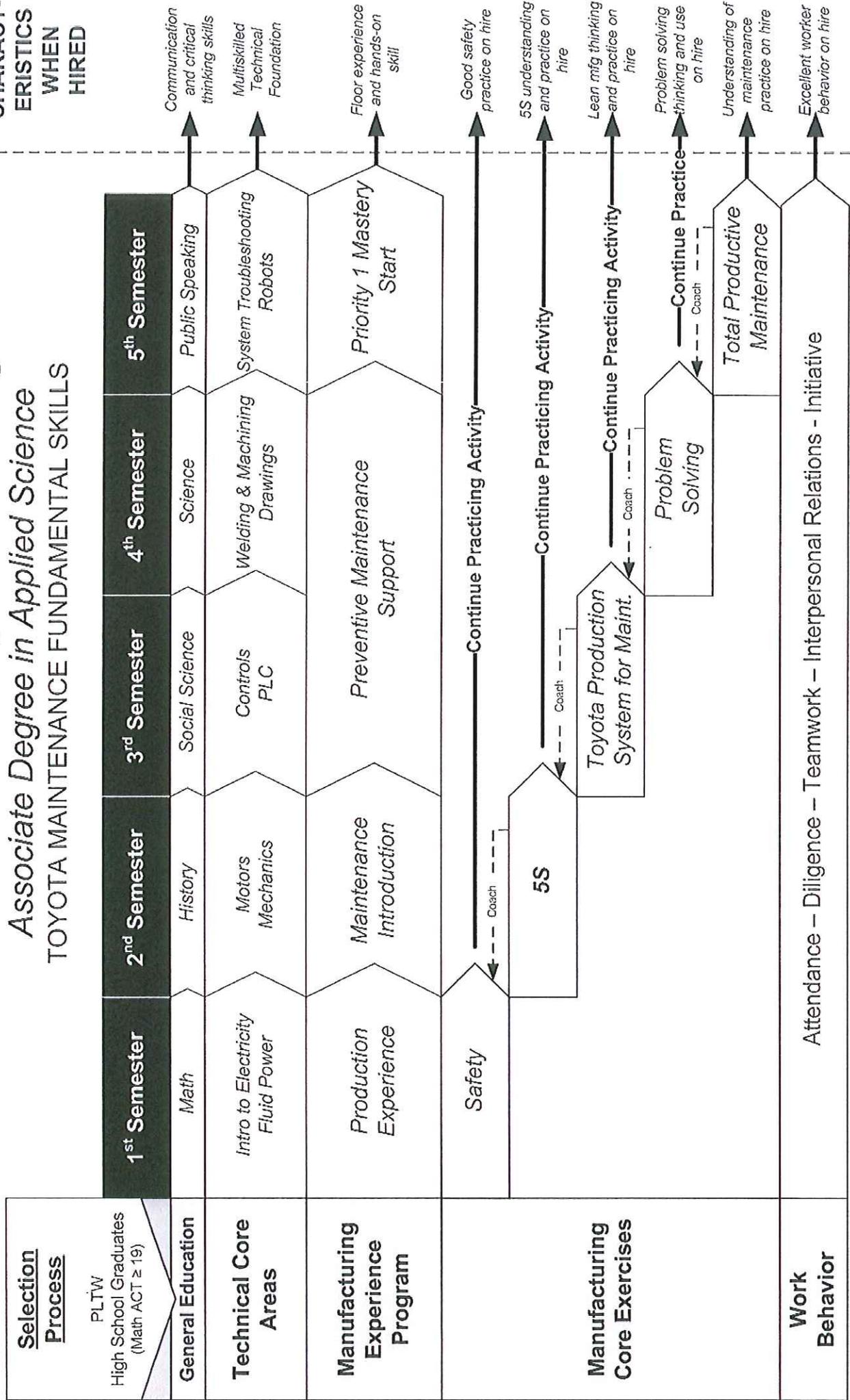
NEXT GENERATION Technical Degree

Advanced Manufacturing Technician Program

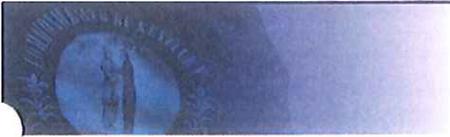
Associate Degree in Applied Science

TOYOTA MAINTENANCE FUNDAMENTAL SKILLS

CHARACTERISTICS WHEN HIRED



Internship



ReadyKentucky is ready to come to your community!

Helping Kentuckians understand the new academic standards that will prepare students for college and career success is the goal of ReadyKentucky.

This information-sharing program is an initiative of the Prichard Committee for Academic Excellence, with support from the Bill & Melinda Gates Foundation and working in partnership with the Kentucky Chamber Foundation.

The program is free of charge. Knowledgeable presenters are available to visit community groups, civic clubs and employee gatherings to provide details about the new standards, where they came from, what they require and what schools and communities can expect in the future.

To find out more, or to request a ReadyKentucky presentation in your community, visit:
www.prichardcommittee.org/readykentucky/.

ReadyKentucky
Building on progress for student success





Building Employer Support for Student Success

Facts & FAQs

Top-flight schools that educate students to become successful citizens and productive workers have topped the wish list of Kentucky employers for many years. The state has made significant progress, but that forward movement has been frustratingly slow at times. Meanwhile the world has been changing – and the competition for jobs and economic growth has been heating up at an accelerating pace.

Now, there are important changes underway in Kentucky's schools that hold great promise for creating a more highly skilled workforce – one that is better equipped to meet the needs of employers at home and around the globe. At the center of these changes are new, tougher standards that require students to learn at much higher levels than in the past. They are designed to better prepare students to succeed in both college and the workplace. Kentucky and 46 other states have adopted these standards, helping ensure consistency of student learning from state to state

Employer support for this work – and the positive results it will produce – is critical to moving Kentucky in the right direction.

What are standards and why are they important?

- Standards – descriptions of what students need to learn by the end of a school year – help ensure that all students, no matter where they live, are prepared for success in college and the workplace. They help set clear, consistent expectations for students, parents and teachers and build students' knowledge and skills. Specific examples of the standards are included in this information kit.

Why does Kentucky need to improve students' preparation for college and career?

- Because the skills of our workforce are disconnected from the skills employers need now and will need in the future.
- To compete in a knowledge-based global economy, we must improve the academic performance of our students. The way things stand now, if we don't do something different, too many students will drop out of high school or graduate unprepared for adult success, and our workforce problems will only increase.
- State education officials estimate that about 25% of our current 8th graders won't graduate from high school. That's more than 12,000 students who will be competing for the 8% of available jobs that don't require a high school diploma – and those jobs most likely will not pay a living wage.
- Of those currently in high school, only 34% now meet college and career readiness measures. That means Kentucky employers won't have a supply of workers with the skills needed for the jobs available.

What does it mean to be college and career ready?

- High school students must score at a specific level on certain tests or hit career academic and technical benchmarks.
- The tests that indicate college readiness include the ACT, COMPASS (Computer-Adaptive Placement Assessment and Support System) and KYOTE (Kentucky Online Testing).
- Tests that indicate career readiness include the Armed Services Vocational Aptitude Battery, the ACT Work Keys, the Kentucky Occupational Skills Standards Assessment and industry certificates.

Why should employers support this new work in Kentucky schools?

- Because of the effect it will have on their bottom line. The reality is that Kentucky must do a better job of creating a highly skilled workforce. That is the only way to ensure economic growth – and the competition from around the world is getting tougher every day. The state has a great reputation for a strong work ethic, but it comes up short too often in education and skills development.

What can employers do to show their support?

- Inform your employees about the new developments in Kentucky schools and the importance of supporting students, teachers and schools.
- Reach out to schools to find ways to help students understand the real-world demands of the modern workplace.
- Encourage your civic groups to learn more about the work now underway in schools. Visit readykentucky.org to schedule a free presentation in your community.
- Speak up publicly – at civic groups, through letters to your local newspaper and other ways – if people start advocating a return to the older, easier system.

More information about the new standards and what they mean for Kentucky and the nation is available at several online sites: achieve.org/; [achieving-common-core](http://achieving-common-core.org/); readykentucky.org; corestandards.org; pta.org; education.ky.gov and others.

A quick overview of this work and what Kentucky employers think about it is available online in a 7-minute video. You can view or download the video from kychamber.com. For a copy of the video on DVD, contact ahiller@kychamber.com.



Local Schools Taking It to the Next Level

For possible use in your newsletter

SCHOOLS IN OUR COMMUNITY

– and those across Kentucky – are working to meet the challenges of a new set of learning standards that mean harder work but promise greater rewards for both students and the state as a whole.

Right now, these tougher standards spell out what students must learn in math and English/language arts, and new standards for science and other subjects are expected soon.

What is particularly promising for our business and other employers is that the standards are focused on preparing students for both college and the workplace. Experts have been saying for years that students coming out of high school need to have a strong foundation of knowledge and skills – whether they plan to go on to college or try to find a job right away. But it has taken a while for that research to be translated into classroom reality, and that is what is happening now.

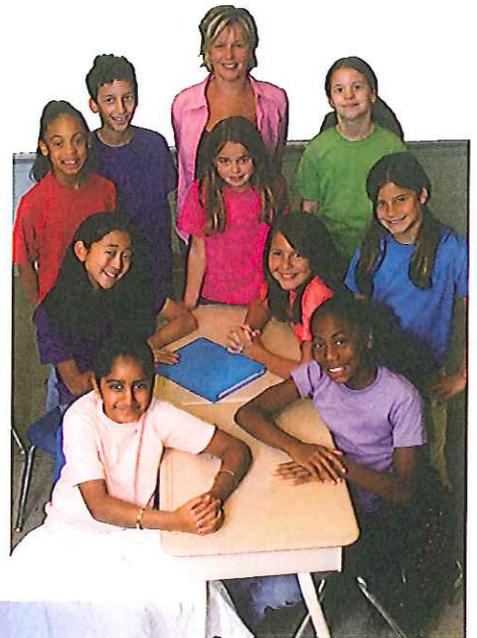
The standards also are benchmarked to those in other countries to improve our students' ability to find good jobs and succeed in a globally competitive workplace and to strengthen the nation's position in the global arena.

This is an important step for our schools, especially in light of the bleak projections that state education officials make about what will happen if nothing changes. They say an estimated 25% of our current 8th graders won't graduate from high school. That's more than 12,000 students who will lack the skills to get good-paying jobs.

Of those currently in high school, only 34% now have the knowledge and skills they need to go on to college or the workplace without additional, costly classes or training.

The bottom line for all of Kentucky is clear, and our business is joining others across the state to express support for our schools and the harder work they are doing.

Because the work is hard, there could come a time when some people push for a return to an easier system. That is when it will be important for all of us to stand up for the future and make sure our schools stay the course with Kentucky's new standards.



NARRATIVE #4



Kentucky Work Ready Communities

If your company does NOT meet the Educational Attainment rate of 25 percent you must complete Narrative 4 in order to apply to be a Work Ready Community in Progress.

Narrative 4: Educational Attainment (Work Ready Community in Progress)

Present a plan to raise the Educational Attainment rate to 25 percent within three years and 32 percent within five years and 39 percent within seven years.

Based on information from the Kentucky P-20 Data Collaborative, Franklin County is ranked 13th in KY with 29.8% of individuals 18-64 yr old adults with at least a two year degree. Therefore, we meet the 25 percent criteria.

NARRATIVE #5



Kentucky Work Ready Communities

Narrative 5: Soft Skills Program:

Discuss your community program or programs to address work ethic/soft skills development and credentialing for both the secondary school and post secondary adult populations. The programs must meet the following minimum standards:

- provide evidence of employer engagement in the program development process, including representation of the county's most prolific businesses and industries,
- provide evidence that employers recognize achievement of work ethic or soft skills credential in their hiring/advancement processes,
- programs must include measurable goals for annual improvement in the raw number and percentage of workforce credentialed,
- plans must include a strategy to assure employers of the sustainability of the programs, and
- programs must address, at a minimum, the following topical areas: attendance/punctuality, communication, teamwork, leadership, and critical thinking

The Frankfort Area Chamber of Commerce believes that there is a direct relationship between the work ethic that young people display in school and their future success. By striving to instill a positive work ethic in our students, we will help ensure their futures as responsible, productive members of the community.

Franklin County Public Schools Career and Technical Center - Healthcare Leadership Development course is designed to assist students with developing skills needed to be successful leaders and responsible members of society. The students will develop personal attributes and social skills necessary for a successful transition into the world of work, and/or further education. Emphasis will be placed on team work, problem solving, critical thinking, communication (oral and written), personal development (work ethics), and leadership. It is recommended that the student be a member of a student organization where they will have opportunities to apply the knowledge gained from this course. Students enrolled in this class will be required to join HOSA (Health Occupations Students of America). **Western Hills High School Entrepreneur Program** class is designed for students who are truly interested in owning their own business. It covers topics such as skills/traits necessary to be successful – all the way through the writing process of an actual business plan. Students are able to research other successful businesses. Within a few weeks, students are then able to choose a business idea which suits their personality and would also be good for our area (Franklin County). While doing research, we also cover management topics, employability skills, education, etc. Students receive instruction on each area of their business plans. After the plan is drafted we focus a lot on marketing and how this can make businesses successful. Each student then develops a marketing campaign, including samples, for their presentation.

The Entrepreneur Program is a year-long program conducted at Western Hills High School by Doug Howard, a local attorney. The Entrepreneur program provides students with opportunities to use their imagination to create their own job, earn money, and give back to their community. The program includes developing a Business Plan, meetings with entrepreneurs, and meeting with local Small Business Development consultants. At the end of the program, participants present their Business Plan Model to area business owners, Economic Development representatives, and local business leaders. Each participant leaves with a business plan for starting their own business - and the confidence to implement that plan.

Frankfort Independent Schools offer **Community Problem Solving** Grade Level: 11-12. This course is an active learning, project-based course for the energetic student who wishes to explore community issues

through the development of advanced inquiry, problem-solving, and critical thinking skills. The course is built around major individual or group projects which propose action-based approaches to real community issues. Opportunities for state and international competition exist.

Money Skills – Grade Level 10-12. This course is designed to provide students with math concepts needed in developing sound money management skills which will help to improve the quality of life for individuals and their families. This course can count as a fourth math credit.

Leadership Dynamics Grade Level: 9-12. This course is designed to assist students with developing skills needed to be a successful leader and responsible members of society. The student will develop personal attributes and social skills. Emphasis will be placed on interpersonal skills, team building, communication, personal development and leadership.

Math for Business and Industry enables student to explore mathematical content for personal, business, and industrial use; concepts are applied through problem-solving and real-world situations. A correlation to the math content in the Program of Studies was used in developing this course to count for the 4th math credit.

Bluegrass Community and Technical College's Workforce Solutions Department is a member of the AchieveGlobal Education Partner Network. AchieveGlobal is the world's leading resource for helping organizations translate business strategies into business results by developing the skill and performance of their people. Certified trainers will help you assess your needs and will tailor a program especially for your company. Each of the four-hour modules can be a stand-alone course or can be combined to create a custom program for your employees. See attached brochure for complete information on Leadership Training through Bluegrass Community and Technical College.

Kentucky State University Project Graduate program an outreach effort to engage and graduate returning adult students. Project Graduated Program is a statewide program to assist former Kentucky State University students who has cumulated at least 90 or more semester credit hours and no degree. The program is designed to help former students obtain a Baccalaureate Degree in our fast track option in Liberal Studies. Returning to continue your education is a big step. The credit for life program is a completion of a Portfolio for earned credit from course(s) that one feels they have significant life learning experience for. Student can earn up to 30 semester hours or the Credit for Work Experience. Students can earn up to twelve hours of academic credit based upon full time employment through this program.

Frankfort Area Chamber of Commerce Reality Store is an active, hands-on, real-life simulation for middle school students. Offered in a game format, students learn the "reality" of a monthly family budget and the value of making appropriate choices in planning for career, family and their education. The students receive a mock checkbook with the monthly income entered for the specific career and family dynamics. The students will then go into the Reality Store where they will need to spend their salary on the necessities and luxuries they envision as part of the adult lifestyle. Students will also have the opportunity to visit the Crystal Ball Booth to pull out a "chance" card. "Chance" cards are those unexpected items that affect their life daily. If for some reason students find themselves in real financial trouble, there will be assistance at the SOS table.

Representatives from the housing industry, utilities, grocery stores, department stores, financial institutions, auto dealerships, medical profession, child care centers, travel and entertainment, home repairs/improvements, and of course we can't forget Uncle Sam, etc., will be present at the reality store to help the students determine how much of their income will need to be spent in each category in order to provide them with their desired lifestyle. The goal of this exercise is to help students learn whether their occupation will provide the type of lifestyle they want. After their trip through the Reality Store, students will have a greater knowledge on what type of career they would like to have as an adult and to set goals to achieve that career.

Volunteers are assigned at each station (a total of 60+ business leader volunteers are engaged each year). Their job is to guide students in making choices and helping them to make adjustments to their check register.

Goals and Objective - In 2010, the Chamber added an Employee Bonus booth to Reality Store. The Employee Bonus booth is set up to provide added income based on a student's absences within a school year. Committee members also added an Education booth to Reality Store, in this booth volunteer's talk with students about attending college, financial planning and Kentucky Higher Education speaks with students regarding student loans and grants that are available. The Workforce Development Committee will continue these very important booths in Reality Store. Our goal is to motivate students to have better attendance and better grades throughout their next four years of school; prepare students for the school to work transition; provide business mentors for students and provide at risk students the opportunity to excel in a field of interest. New in 2012, will be our Student/Business Mentor Program.

The Chamber will work with the Young Professionals Group and Frankfort Jaycees to partner a student with business mentor in the field of interest the student shows through the Reality Store Student Questionnaire that is completed after our program.

Work Ethic Program – The Frankfort Chamber Board of Directors and Workforce Development committee recognized the value of a strong work ethic and began preparation on a Work Ethic Award in 2006. This special award was designed to validate students who earn the credential as prime candidates for employment and/or postsecondary education. However, due to cuts in the schools and lack of volunteers, the Work Ethic program was placed on hold in 2007. The fundamental goal is to produce graduates who will be responsible, productive members of the community. The Work Ethic Program presented six (6) students with the Work Ethic Seal Certificate in 2006. Seniors were the only students eligible to apply for this distinction. Students must make their commitment to the program at the beginning of the senior year and make formal application by March 1. A Work Ethic certificate was presented at the close of the senior year to students who graduated the program.

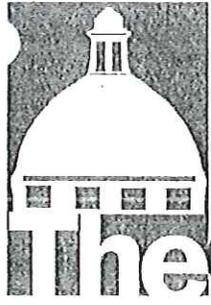
Goals and Objectives - With the implementation of the Work Ready Community Program, the Work Ethic Program is being revisited and tooled to better serve our school systems, students and employers. The Work Ethic Program will be promoted in the Frankfort and Franklin County community through various Media Blitz and personal meetings with local employers, Frankfort Chamber members and Work Ready Committee members. The Chamber and our Business and Education Partners will work to develop a win-win program in the fall of 2012. Our goal is to increase the interest level in the Work Ethic Program by our students and schools by 25% each year. Also, employers will recognize the value of the Work Ethic Seal in their hiring process. The Work Ready Community committee in partnership with the Frankfort Chambers' Economic Development and Workforce Development Committees will review the 2006 version of the Work Ethic Program and regional programs to refocus our efforts on achieving a plus for the school systems and employers. We found that informing the schools and employers about the program was lacking in 2006. The committee will review how to create the knowledge and usefulness of the program needed to be our focus in beyond 2012. **Work Ethic Standards** - The following nine standards have been established to determine eligibility for the Work Ethic Certificate and medallion: *attendance, punctuality, discipline, achievement, community service, work ethic, dependability, respectfulness and cooperation.*

Our goal for the 2012-2013 Work Ethic Program is to bring our educators and business/industry leaders together in the fall of 2012 and develop a program that will be beneficial to our students and employers. From this group, the Chamber and Work Ready Community committee will develop a subcommittee to re-write our previous Work Ethic Program and implement into the school systems. Our 2006 program outline is enclosed with the application for your review.

Through the Work Ready Community application process, our committee has learned of several programs active in our schools systems that work on our students soft skills. Many of these programs offer students the opportunity to develop work ethic skills in a variety of ways. Committee members will speak with community organizations and teachers one-on-one to inform schools of these community programs being offered. The committee will moderate meetings throughout the year to bring business leaders and educators together to build on the current programs within the school systems.

Hosted By:

Sponsored by:

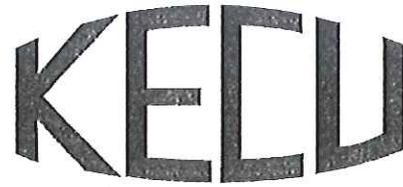


**Business & Community
Working Together**

To Build a Better Future
Visit our community at www.frankfortky.info

The Chamber

Frankfort Area Chamber of Commerce



KENTUCKY EMPLOYEES CREDIT UNION

What is the Reality Store?

It is an active, hands-on, real-life simulation, which gives young people the opportunity to explore career opportunities and make lifestyle, and budget choices similar to those adults face on a daily basis.

Participants assume that they are 25 years old and have completed basic educational requirements for their specific occupation. Students then draw a family; some students may not have any children, while others may have up to 4 children.

Participants are given the opportunity to draw an occupation based on their grade point average. They are then given the equivalent salary and proceed through the "Reality Store".

Who are the intended participants for the Reality Store?

The intended participants for the Reality Store are 8th graders from Elkhorn, Bondurant, and Frankfort Middle, Capital Day, Good Shepherd and Frankfort Christian Academy. The intent of the Reality Store can affect a student's goals and plans for their future.

Who works in the Reality Store?

Local community business people and leaders volunteer their time and resources for the Reality Store. Each booth will have a chairperson to develop the need information regarding each specific booth.

How does the Reality Store Work?

At the Reality Store, students will be given an amount of money equivalent to the average monthly salary in their occupation. The students will then go into the Reality Store where they will need to spend their salary on the necessities and luxuries they envision as part of the adult lifestyle. Students will also have the opportunity to visit the Crystal Ball Booth to pull out a "chance" card. "Chance" cards are those unexpected items that affect their life daily. If for some reason students find themselves in real financial trouble, there will be help at the SOS table.

Representatives from the housing industry, utilities, grocery stores, department stores, financial institutions, auto dealerships, medical profession, child care centers, travel and entertainment, home repairs/improvements, and of course we can't forget Uncle Sam, etc., will be present at the reality store to help the students determine how much of their income will need to be spent in each category in order to provide them with their desired lifestyle. The goal of this exercise is to help students learn whether their occupation will provide the type of lifestyle they want.

After their trip through the Reality Store, students will have a greater knowledge on what type of career they would like to have as an adult and to set goals to achieve that career.

History

- Originally introduced in Frankfort in 1997.
- Was derived from an Illinois CES (Cooperative Extension Service) called Reality World.
- Program was offered through 4-H.
- County Extension Agent Daryl Rexroat partnered with the Frankfort Chamber to launch the program in Frankfort/Franklin County.

What is Reality Store?

Reality Store is an active, hands-on, real life simulation, which gives young people the opportunity to explore career opportunities and make lifestyle, and budget choices similar to those adults face on a daily basis.

Additionally, Reality Store relates student's performance in school, both academically and by attendance to job performance and income as an adult

Reality Store Goals

- To show students the value of improving their grades and attendance now so they can go further in their education and be qualified for a better, higher paying career.
- To provide students a glimpse of their future in a fun and exciting way.
- To help students become aware of their need for basic skills in financial planning, goal setting, decision making, and career planning.
- To clarify the need for students to examine their attitudes about their futures and their career aspirations.

How it works

- Students are assigned a career and monthly salary based on their GPA.
- Through a random draw, students may be married, a single parent, and have 0 to 4 children.
- Students must purchase all basic necessities such as housing, food, and child care. Of course they must first pay Uncle Sam.
- Each necessity or luxury, such as entertainment is set up as a booth that is manned by volunteers from local businesses.
- The Crystal Ball booth allows students to draw a "chance" card for those unexpected items that affect their life daily.
- If students find themselves in financial trouble, they can visit the S.O.S table to get financial advice. They may be instructed to get supplemental income by joining the National Guard, getting a part time job, or even by trading in their car for a less expensive one.

Program Modifications

In 2010 the Workforce Development Committee of the Frankfort Area Chamber made some changes to bring today's issues into Reality Store.

- The "Sheriff's Office" was brought in to talk with students about new laws, ordinances or violations.
- Students are nominated to "pulled over" and are issued a ticket and talked with for noise ordinance, window tinting, texting while driving, etc.
- Employee Bonus was added to stress the importance of attendance.
- Students can earn additional money based on their attendance record.
- Local Employers hosting this booth relate the importance of showing up at work on time.

What's New in 2012

- Reality Store will now be working with 8th grade students to allow more time for them to reflect on their grades, absences, career opportunities, and the choices they make in life.
- Combined some of the booths to allow more conversation with students about way to help them meet their goals.
- Field of Interest is now part of the Reality Store end questionnaire. This will provide the opportunity to potentially partner students with a community mentor to assist them in their goals for potential careers.

How to Volunteer or Sponsor a Booth

Contact Carmen Inman at the Frankfort Area Chamber

Phone: 502-223-8261

Fax: 502-223-5942

E-mail: chamber@frankfortky.info

Reality Store will take place on November 13th, 8am to 3pm with schools rotating out through the day.

Reality Store Booths Volunteers Opportunities

Booth Name	Number of Volunteers Needed
Uncle Sam	6 - 10
Banking Services	6 - 10
Medical/Dental	2
Furniture & Electronics/ Luxury Items	2
Transportation	2
Supplemental Income	1 - 2
Insurance/Financial Services	6 - 8
S.O.S. (budgeting advice)	2 - 3
Crystal Ball	1 - 2
Utilities/Communications	4 - 5
Property Taxes	3 - 4
Contributions/Donations	1 - 2
Clothing/Grocery	3 - 4
Child Care	2 - 3
Education	2 - 3
Employee Bonus	1 - 2

FRANKFORT AREA CHAMBER OF COMMERCE

Work Ethic Award Program

RATIONALE

High schools serve as a bridge for student transition to adult life. Upon completion of high school, students have formed habits they will carry with them the rest of their lives. One of the fundamental goals of all high schools is to produce graduates who will be responsible, productive members of the community. The Frankfort Area Chamber of Commerce believes that there is a direct relationship between the work ethic that young people display in school and their future success. By striving to instill a positive work ethic in our students, we will help ensure their futures as responsible, productive members of the community.

Because the Frankfort Area Chamber recognizes the value of a strong work ethic, it will present a special Work Ethic Award to students who meet the high standards defined in the criteria. This special award will validate students who earn the credential as prime candidates for employment and/or postsecondary education.

PARTICIPATION

Only seniors are eligible to apply for this distinction. Students must make their commitment to the program at the beginning of the senior year and make formal application by March 1. Students transferring from non-participating schools must be enrolled in a participating school for a minimum of one semester and declare their commitment at the time of enrollment. The award, which includes a certificate and a medallion, will be presented at the close of the senior year.

STANDARDS

The following nine standards have been established to determine eligibility for the Work Ethic Certificate and medallion: *attendance, punctuality, discipline, achievement, community service, work ethic, dependability, respectfulness and cooperation*. Four of the standards require teacher certification that the student demonstrates the standards on a consistent basis.

A maximum of 20 points is possible; in order to qualify for the program, a student must earn a minimum of 16 points. At least one point must be earned for each standard.

Ratings on the three Subjective Criteria forms completed by teachers will be averaged to produce a single rating for each standard. Average ratings will be computed to two decimal places.

Final award of the Work Ethic Certificate and medallion to qualifying students will be contingent upon demonstration of all standards until the close of school term.

SAMPLE

**FRANKFORT AREA CHAMBER OF COMMERCE
IN PARTNERSHIP WITH JUNIOR ACHIEVEMENT
WORK ETHIC PROGRAM**

STUDENT COMMITMENT FORM

(To Be Returned To Career & Tech Center office by March 1st)

I pledge my commitment to demonstrate the standards listed below as qualifying criteria for the Frankfort Area Chamber of Commerce Work Ethic Award. I will make formal application to the Career & Tech Center office by March 1st. I understand that I must follow all guidelines set forth and demonstrate high standards for the remaining school year to qualify for this special award.

OBJECTIVE CRITERIA

DISCIPLINE STANDARD
ATTENDANCE STANDARD
ABSENCE STANDARD
PUNCTUALITY STANDARD
COMMUNITY SERVICE
ACHIEVEMENT STANDARD

SUBJECTIVE CRITERIA

WORK ETHIC STANDARD
DEPENDABILITY STANDARD
RESPECTFULNESS STANDARD
COOPERATION STANDARD

(ADA accommodations will not negatively impact these standards.)

STUDENT NAME (PLEASE PRINT)

SCHOOL

SIGNATURE

DATE

CHAMBER SPONSOR SIGNATURE

DATE

JA VOLUNTEER SIGNATURE

DATE

SCHOOL REPRESENTATIVE SIGNATURE

DATE

DUE TO CAREER & TECH CENTER OFFICE BY March 1, 2008

FRANKFORT AREA CHAMBER OF COMMERCE

WORK ETHIC AWARD STUDENT GUIDELINES

In order to participate in the Work Ethic Award Program, you must complete the final application and return it and all required forms to your counselor/school designee by March 1.

Please place your name on the Application Form, attach your Community Service Verification Form and return them to your counselor/school designee by March 1. The objective criteria* ratings will be completed by the school based upon your official school records.

After you initially qualify (based upon the Objective Criteria), you should ask three teachers to complete a Subjective Criteria form.** *Please advise your teachers that these forms must be returned directly to your counselor/school designee and may not be returned to you, the student, under any circumstances.* These recommendations will remain confidential and will not be available for student review. Please also remind your teachers that the deadline for Subjective Criteria Forms is March 20. Presentation of the Work Ethic Award will be contingent upon demonstration of all standards until the close of the school term.

Please remember that the intent of the Work Ethic Award is to recognize students who have demonstrated outstanding work ethics while in school. The Work Ethic Award will also distinguish your application for employment and postsecondary education programs. The Frankfort Area Chamber of Commerce encourages area businesses and education institutions to recognize this special recognition in employment/admission decisions. This award is not only an honor, but also a competitive advantage.

*Award of the Work Ethic Certificate and Medallion is contingent upon student performance/records for the full school year.

**Ratings from the three Subjective Criteria forms will be averaged to two decimal places to produce a single rating for each standard assessed.

COMMUNITY SERVICE VERIFICATION

In an effort to promote a strong work ethic among the students of Frankfort Area, the Chamber of Commerce has established a Work Ethic Award Program. One of the standards for this award is community service. Please verify below the community service activity and amount of time contributed by the student. Your assistance with this important activity is most appreciated.

I verify that

_____ has

Student's Name

completed

_____ (hours:minutes) of community service.

These activities were conducted

_____ (hours:minutes) during the school day;

_____ (hours:minutes) outside the school day.

His/her activities included

Supervisor

Club/Organization (If Applicable)

FRANKFORT AREA CHAMBER OF COMMERCE
WORK ETHIC AWARD APPLICATION

Student name _____

Please place your name on this portion of the application, attach your Community Service Verification(s) and return to your school designee by March 1.

OBJECTIVE CRITERIA

DISCIPLINE STANDARD

- 1 pt. (minimum) No more than one discipline referral during the senior year
- 2 pts. (maximum) No discipline referrals during the senior year

ATTENDANCE STANDARD

- 1 pt. (minimum) Attendance rate of 95% during the senior year
- 2 pts. (maximum) Attendance rate of 97% during the senior year

ABSENCE STANDARD

- 1 pt. (minimum) No more than one unexcused absence during the senior year
- 2 pts. (maximum) No unexcused absence during the senior year

PUNCTUALITY STANDARD

- 1 pt. (minimum) No more than one unexcused tardy during the senior year
- 2 pts. (maximum) No unexcused tardy during the senior year

COMMUNITY SERVICE STANDARD

- 1 pt. (minimum) Documents 6 hours of community service
- 2 pts. (maximum) Documents 12 or more hours of community service (6 hours of which must be completed during out-of-school time)

ATTACH SIGNED COMMUNITY SERVICE FORMS TO THIS APPLICATION.

ACHIEVEMENT STANDARD

- 1 pt. (minimum) Grade point average of 2.0 or higher
- 2 pts. (maximum) Grade point average of 3.0 or higher

(Americans with Disabilities Act accommodations will not negatively impact these standards.)

FRANKFORT AREA CHAMBER OF COMMERCE
WORK ETHIC AWARD
SUBJECTIVE CRITERIA

Student name _____

Teacher making recommendation _____

Please assess a rating for each standard and return the recommendation directly to the counselor/school designee (not the student) by March 20th.

SUBJECTIVE CRITERIA

WORK ETHIC STANDARD

- 0 pts. Seldom demonstrates a strong work ethic
- 1 pt. (minimum) Often demonstrates a strong work ethic
- 2 pts. (maximum) Always demonstrates a strong work ethic

DEPENDABILITY STANDARD

- 0 pts. Seldom demonstrates punctuality in completing assignments
- 1 pt. (minimum) Often demonstrates punctuality in completing assignments
- 2 pts. (maximum) Always demonstrates punctuality in completing assignments

RESPECTFULNESS STANDARD

- 0 pts. Seldom respectful to peers, teachers, and administrators
- 1 pt. (minimum) Often respectful to peers, teachers, and administrators
- 2 pts. (maximum) Always respectful to peers, teachers, and administrators

COOPERATION STANDARD

- 0 pts. Seldom cooperates with peers, teachers, and administrators
- 1 pt. (minimum) Often cooperates with peers, teachers, and administrators
- 2 pts. (maximum) Always cooperates with peers, teachers, and administrators

Teacher Signature _____ Date _____

(Americans with Disabilities Act accommodations will not negatively impact these standards.)

FRANKFORT AREA CHAMBER OF COMMERCE WORK ETHIC AWARD TIMELINE

September	Chamber and school conducts orientation to Work Ethic Award for Seniors.
October 1	Seniors submit Commitment Forms to the counselor/school designee. (Counselor submits list of committed students to Chamber by October 8.)
March 1	Seniors return Application Forms and Community Service Verification Forms to the counselor/school designee.
March 20	Teachers return Subjective Criteria Forms to the counselor/school designee.
May	Qualifying students receive Work Ethic Award Certificates and Medallions at Graduation or Awards Ceremony.
<u>Important Program Deadlines</u>	
April 1	Schools submit tentative list of qualified Seniors to Chamber of Commerce.
May 20	Chamber of Commerce distributes Work Ethic Certificates and Medallions to schools.

FRANKFORT AREA CHAMBER OF COMMERCE WORK ETHIC AWARD

What benefits do students receive?

Students receive a Work Ethic Certificate and Medallion.

Students increase awareness of work ethic components.

Students have an opportunity to practice work ethic components.

Students develop awareness of the importance of having references.

Students may reference the award during employment interviews.

Students may use the award to facilitate admission to post-secondary programs.

Students have another motivation to demonstrate desired behaviors.

What benefits do the schools receive?

Schools have another tool to reinforce the importance of the work ethic.

Schools have another way to reward excellence.

Schools have additional documentation to support recommendations for employment.

What costs will the school incur?

The school will incur no costs.

How does the school begin program implementation?

The Superintendent, Principals and Counselors attend a program orientation conducted by the Chamber of Commerce at the beginning of the school year.

Chamber representatives introduce the program to the senior class in September.

The school and Chamber market the program to seniors, explaining the value of the program.

The school implements a building-level process for student application and identification.

How will certificates and medallions be distributed?

The school designee will submit a tentative list of qualifiers certified by the principal to the Chamber of Commerce by April 1 of each year. The school will make the final determination of student qualification immediately prior to presentation of the award.

Certificates and Medallions will be sent to the school by May 1.

The Chamber will print student names on the certificates and add the signature(s) of appropriate Chamber official(s). The school will add the signatures of the Superintendent and Principal.

NARRATIVE #6 & 7



June 6, 2012

Kentucky Work Ready Communities

Narrative 6: Broadband Availability: (rural county)

County must have 4Mbps speeds available to 90 percent of housing units with the exception of those they can show to be inaccessibly (cost prohibitive) by technology other than wireless – where there must be 1.5Mbps speeds available to 90 percent of housing units. Present data to show that these areas are covered by 1.5Mbps at 90 percent availability.

Narrative 7: Broadband Availability

Must present a plan to meet the broadband availability goals, whether rural or urban, within three years.

Work Ready Community: An urban county must have 3Mbps speeds or greater available to 90 percent of housing units. **Franklin Co has 23,178 housing units, of which 96.7% have 3Mbps speeds or greater.**

We reviewed the National Broadband Map (NBM) website at www.broadbandmap.gov and determined that Franklin County meets the threshold level of at least 90% broadband availability throughout the county with at least 4 Mbps download speeds. Although one of the major tier levels for provider reporting for the NBM is 3Mbps (as opposed to 4Mbps), three major providers provide broadband download speed coverage in Franklin County as follows:

AT&T Inc.	1.5-3 Mbps	98.9% of population served
Frankfort Plant Board	10-25 Mbps	85.2% of population served
Verizon Communications	3-6 Mbps	98.8% of population served

It is noteworthy that the Frankfort Plant Board provides significantly higher download speeds than the minimum 4 Mbps threshold and that Verizon Communications covers almost the entire county with speeds between 3-6 Mbps. The supporting reports from the NBM are attached.

ConnectKentucky, a subsidiary of the national nonprofit Connected Nation, is an alliance of technology-minded businesses, government entities, and universities working together to accelerate technology in the Commonwealth. Connected Nation is the largest broadband mapping organization based on geographic area mapped in the U.S., providing over a third of the mapping information used to compile the National Broadband Map.

Please feel free to contact me if you have any questions.

Sincerely,

René F. True
Executive Director
ConnectKentucky



ConnectKentucky: Accelerating Technology in the Commonwealth!

P.O. Box 3448 • Bowling Green, KY 42102-3448 • Office: 502-875-7501

WWW.CONNECTKENTUCKY.ORG

NARRATIVE #8



Kentucky Work Ready Communities

Narrative 8: Supplemental Criteria:

GED: Please show your county GED attainment as compared to county goals (at <http://www.kyae.ky.gov/> under the Performance/Accountability tab - GED targets, under the category County Goals and Targets). (two pages maximum)

Thorn Hill Education Center is among the top 10 percent of adult education programs in the state, according to rankings recently announced by Kentucky Adult Education.

Franklin County tied with Hardin County for the 11th spot out of 120 counties. The rankings were based on meeting enrollment targets, academic performance goals and GED attainment for the 2011-2012 fiscal year. THEC continues to look at needs of the service population, programming and research that compliments the hard work of our student body and the program's continued commitment to excellence is evidenced in their GED Attainment goals.

Thorn Hill Education Center - Franklin County Adult Education (FCAE) reported their Annual enrollment goals FY 2009-2012 = 497. GED Attainment vs. Goal = FCAE attainment is consistently above goal for our community.

	FY 09	FY 10	FY 11	FY 12	FY 13
Goal	92	100	104	24	99
Attainment	115	145	111	118	

Thorn Hill Education Center started a GED Program in August 2012 at our community's local Soup Kitchen. They have partnered with the Franklin County Regional Jail for several years to provide this service and additional training to inmates.

Thorn Hill has also gone above and beyond to ensure resident receive their GED or needed education. They recently began teaching at a local restaurant, due to staff not being able to get off work in time to attend classes at the center.

For three straight years, Thorn Hill Education Center, Franklin County's sole adult education provider, has earned recognition as a Program of Excellence by Kentucky Adult Education.

Thorn Hill Education Center consistently exceeds its state-set goals for GED attainment. Through two fiscal agents, the center has earned Kentucky Adult Education recognition as a flagship program by graduating more students than required.

In the past five years, Thorn Hill Education Center has had two fiscal agents: Franklin County Public Schools and Thorn Hill Education Center Foundation, Inc. The collaboration between Thorn Hill Education Center and Franklin County Public Schools continues to be strong. Franklin County Public Schools frequently collaborates on projects to better assist the adult students at Thorn Hill Education Center.

Community collaboration is an important part of Thorn Hill Education Center's GED attainment rate. The governing board of Thorn Hill Education Center Foundation, Inc., is a community council comprised of representatives of Frankfort Independent Schools and Franklin County Fiscal Court, and in the past has included members from Franklin County Public Schools and the City of Frankfort. The direct support of local government and schools has assisted in the continued, unparalleled service adult students receive at Thorn Hill Education Center.

Thorn Hill Education Center works to prepare Franklin County adults for the 21st Century Workforce. The center does this in three ways: First, the use of technology in instruction; second, the inclusion of soft skill expectations within instruction; and third, leading adults toward their GEDs and furthering their educational goals.

Thorn Hill Education Center has been recognized by Kentucky Educational Television as using technology in new, innovative ways. Educators at Thorn Hill Education Center geared classrooms toward the 21st Century by refurbishing and utilizing older computers to instruct from in the classroom. The center has an inventory of laptops and iPads that students use in classes.

Students come to Thorn Hill Education Center primarily to work toward their GED. Many students have a further goal of earning a better job. Inside the framework of instruction, Thorn Hill Education Center sets expectations that students rise to meet. These expectations include soft skills like promptness, work ethic, dress, hygiene, etc.

Thorn Hill Education Center works with adults to attain more than just their GEDs. Thorn Hill Education Center is excited to be a part of Franklin County's Work Ready Community initiative letting business know more about the National Career Readiness Certificate as well as how to continue to post-secondary education.

The goal of Thorn Hill Education Center is to educate the adult population of Franklin County and to help build a workforce ready for the 21st Century. As the motto for the center states, "Thorn Hill Education Center is more than a GED, we are education for life!"

Frankfort High School - Frankfort's OWN - is three and half hours of numerous activities which hope to have young men understand and appreciate the glories of the American educational process and buy into it fully. They begin by sharing a meal; everyone sits and has conversation with peers and mentors and just talk about and reflect on life for a few comfortable moments.

During part of the program each Saturday, the young men will have an hour to study their culture and their history. Through that study, participants will come to the realization that their culture is deep and noble. They will come to know the great black leaders from Africa. Youngsters will learn about how their people journeyed across the Atlantic in the 1600s, 1700s and 1800s to be sold against their will into slavery and how they maintained their sense of dignity. Participants will learn of the inspirational African-American leaders since the Civil War. They will learn of the people of color and the wonderful contributions they have made to the world and America. The young people involved with Frankfort's OWN can develop a sense of pride about from whence they came and where they can go.

In addition to the historical perspective of their people, they will learn some skills for today. Educators of today know through research that kids learn differently and that statistically black males learn very well through project-based learning. The young men work together in groups on projects that will help them to learn and will end with a product that will be a benefit to them and their community. Through this our young men will learn the ability to work cooperatively and how to study together and enjoy learning.

A good portion of our time each Saturday is spent listening to a speaker. The speaker talks about his life. In most instances, the speaker will give testimony to how they made it to their place of stature in the community after living a not-so-glamorous childhood. The orator will talk about the people they relied on; talk about the dreams they had for building a better future for themselves; talk about the grit and determination that it took to get where they are; and speaker will talk about their continued desire to build a better future for themselves and their families. This is not a story that young black males always get to hear from someone that looks like them often enough in school settings.

Smaller portions of our time will be spent in other activities working together in team-oriented games and talking about school. We will take time to speak with the youngsters about how to make it in school. What kinds of skills do you need to study better? How do you take better notes in class? What kinds of websites are out there to help with science or math or whatever? How should you approach your teacher about help in a particular subject? We will have mentors there to help the kids with questions like this or specific questions about particular concepts in particular subjects. These components of the Frankfort's OWN program will be about a third of our total time each Saturday.

Capital City Prep is a full participant in the Jobs for Kentucky Graduates Program. Classes are designed for workforce preparation. Capital City Prep partner with Commonwealth Credit Union for Interview Skills assessment and resume design. The curriculum established by JKG pushes students to develop strong communication, collaboration, and problem solving capabilities. The rest of our academic

program is designed primarily to close gaps in students learning and to get them academically prepared to succeed in whatever choices they have after graduation. They take a full complement of high school courses and do work to prepare them for high achievement on the ACT and other state required assessments. Capital City Prep has a bevy of trophies from the JKG spring competitions to show that our kids 'get it.

Franklin County Public Schools offer the following Industry Certifications to students completing a CTE programs:

- NCCER – Construction Carpentry
- MOS – Microsoft Office Specialist
- MNA – Medicaid Nurse Aid
- Comptia A+ and Network +
- Adobe Certified Associate
- Kentucky Dept. of Transportation Certification – Parts 1 and 2
- Autodesk Inventor Certified User
- ASE (1-4)

These certificates are an excellent start to building a Workforce Certification Portfolio.

Goals and Objectives:

- Work with educators and local library to encourage residents and students to complete their education;
- Work with local community organizations and area businesses to promote scholarship opportunities within our community'
- Work with local university to develop a scholarship fund for area student and non-traditional students
- Promote Thorn Hill Education Center to industry and schools for additional assistance with tutoring for area students;
- Promote area programs to business and industry;
- Support community programs that work with building Frankfort and Franklin County's workforce through GED classes and training.

**COMMITTEE MEMBER
INFORMATION**



Kentucky Work Ready Community

Committee Members

Committee Member	Company Represented
Pam Hatcher	Bluegrass Community & Technical College
Rhonda Wheeler	Bluegrass Community & Technical College
Christopher M. Hill, Chamber President	Christopher M. Hill & Associates
Randy Donahoe	City of Frankfort
Fred Goins, City Manager	City of Frankfort
Sellus Wilder, City Commissioner	City of Frankfort
Sarah Butler	Community Trust Bank
Rene True	ConnectKentucky
Brittain Skinner	Downtown Frankfort, Inc.
Gina Hagan	FCPS – Community Education
Carmen Inman, Chair	Frankfort Area Chamber of Commerce
Rich Crowe	Frankfort Independent Schools
Glenn Waldrop	Frankfort Plant Board
Karen Schneider	Franklin County Career & Technical Center
Chrissy Jones, Superintendent	Franklin County Schools
Charley Preston	Franklin County Schools
Harrie Buecker, former superintendent	Franklin County Schools
Larry Perkins	Franklin County Fiscal Court
Ann Northcutt	Franklin County Fiscal Court
Jennifer Wilson, Deputy Co. Judge Exec.	Franklin County Fiscal Court
Bill Read	Franklin County Regional Jail
Kim Smith	Kentucky Capital Development Corporation
Myron Moore	Kentucky Employees Credit Union
Ann Butler	Kentucky State University
Irma Johnson	Kentucky State University
Steve Mason	Kentucky State University
Daryl W. Smith	KU/LG & E and BGWIB
Vivian Bettis	Office of Employment and Training
Jeanne Devers	Office of Employment and Training
Joe Paul	Office of Employment and Training
Mike Rosenstein	Thorn Hill Education Center
Barry Burkett	Thorn Hill Education Center
Joey Lawhorn	WIA Career Center