

**Perkins Leadership
2021-2022 Project Request**

Project Info	
Submitted By:	Pamela Moore Division of Student Transition and Career Readiness Office of Career and Technical Education and Student Transition
Date Submitted:	December 15, 2020
Program Area(s):	Agriculture, Business/Marketing, Family and Consumer Sciences, Health Science, Information Technology, Media Arts, Construction, Transportation, Manufacturing, Engineering and Technology, Law and Public Safety. Also included are JROTC, Global Logistics, and emerging programs/pathways.
Project Title:	Secondary Technical Assistance
Project Location:	Office of Career and Technical Education and Student Transition 300 Sower Blvd. Frankfort, KY 40601
Project Dates:	July 1, 2021 – June 30, 2022
Authorized Signature:	<i>Pamela K. Moore, Division Director</i>

Description / Purpose / Need

a. Why is this project important?	<p>The secondary technical assistance project supports ongoing work of providing support to districts/schools/CTE teachers to ensure effective implementation of secondary career and technical education programs. Sixteen staff members in the Office of Career and Technical Education have provided tailored support through site visits. In 2019-20, the project was re-designed to place more focus on the needs of both occupation-based and pre-service teachers new to the profession in effort to address the critical shortage of CTE teachers in all CTE program areas. Working collaboratively with the Division of Technical Schools and Continuous Improvement, program consultants have expanded support to teachers through NTI regional meetings, new teacher workshops, as well as on-site visits. Staff provide guidance for the use of aligned curriculum and assessment resources, assess program facilities, review local labor market information, state and federal accountability data and identify strengths and opportunities for programs including pathway alignment options, work-based learning and apprenticeship opportunities, student leadership development opportunities, business and industry partnerships and the use of local advisory committees.</p> <p>This project also supports the ongoing effort of the Office of Career and Technical Education to serve as the NCCER Accredited Training Sponsor (ATS) for State Operated ATCs, Locally Operated CTCs, and Comprehensive High Schools with related construction technology and manufacturing programs offering the KWIB approved NCCER industry certification. Currently, the OCTE has two Master Trainers on staff to provide training and manage the accreditation process. We intend to train one additional individual in the manufacturing program area during FY22.</p>
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<p>b. What are the objectives of this project?</p>	<ol style="list-style-type: none"> 1. Provide ongoing technical assistance and support to: <ol style="list-style-type: none"> a. New career and technical education teachers through onsite visits and/or new teacher workshops (regional or statewide). b. School and district leadership to increase awareness of career and technical education through onsite visits, trainings, and/or workshops 2. Support the increase of teacher retention by providing targeted and early assistance 3. Improve overall student achievement on transition readiness measures 4. Provide training opportunity for one additional OCTE staff member to certify as a NCCER Master Trainer. 5. Train and visit administrators/teachers/programs administering NCCER industry certification.
<p>c. Describe how this project will improve your Career and Technical Education programs and how it links secondary and post-secondary programs along career pathways. <i>(Secondary and post-secondary partnerships are strongly encouraged.)</i></p>	<p>Support provided by the Office of Career and Technical Education is essential in the implementation of high-quality career and technical education programs. By meeting with program area consultants, teachers and local administrators gain the program specific information needed to improve program opportunities for students.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>No.</p>
<p>d.1. Who are the partnering entities contributing to the project? (Please explain whether they are public, private, or non-profit partnerships as these partnerships are strongly encouraged.)</p>	<p>N/A</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>N/A</p>
<p>d.3. Is this a continuation of a previously submitted project? If so, when was it submitted? Why is the continuation needed?</p>	<p>This is ongoing work provided through the Office of Career and Technical Education. A project for secondary technical assistance was submitted for FY21. There is a continuing need for this project to support new teachers and administrators as well as train test proctors and administrators for industry certifications</p>

<p>e. Describe the benefits for the state overall.</p>	<p>The goal of career and technical education is to equip students with the knowledge and skills necessary for successful transition post high school. Providing ongoing guidance and support to teachers and administrators, especially those new to the profession, helps to establish a strong foundation for local CTE programming.</p> <p>Serving as NCCER ATS for schools has resulted in more oversight to ensure that teachers receive and maintain the required trainings to offer the KWIB approved NCCER industry certification in construction technology and manufacturing programs.</p>
<p>f. Identify the specific KWIB Strategic Goal/s and objectives that link to the project, as well as Perkins Goal/s. Be specific. (Documents are attached)</p>	<p>KWIB Goals/Objectives:</p> <ul style="list-style-type: none"> • 1a – Create a workforce development system that is valued by employers • 2b – Review and adjust the structure (locations, pathways and resources) of pre-K through postsecondary delivery to identify ways to align and integrate the Commonwealth’s educational infrastructure based on employer needs. • 2c – Increase awareness of all market-relevant career pathways among students, educators, guidance counselors, career counselors and parents <p>Perkins Required/Permissible Uses of Funds:</p> <p>Technical assistance Teacher retention Industry standards, credentials, licensure</p>
<p>g. How is business and industry involved in the project?</p>	<p>N/A</p>
<p>h. What are the projected outcomes and how will they be measured? (Include information such as: numbers of students to be served, sharing of information from conferences, tests to be given, etc.)</p>	<p>Expected outcomes:</p> <ul style="list-style-type: none"> • Increased retention of newly hired teachers • Improved instructional practices • Increased awareness of available career pathway opportunities • Improved performance on transition readiness measures, specifically industry certifications, dual and articulated credit <p>Measures:</p> <ul style="list-style-type: none"> • Number/percent of new teachers visited • Number/percent of new teachers returning • CTE accountability data as reported in Infinite Campus and TEDS related to pathway offerings and performance on transition readiness measures • Number of trained curriculum proctors for NCCER • Number of teachers trained for NCCER Industry Certification Instruction

<p>i. Please provide data and outcomes from your last completed State Leadership Project. (Information should include items such as numbers served, how PD information was distributed, positive outcomes, etc.)</p>	<p>During the 2019-2020 school year, the Office of Career and Technical Education supported 40 training locations for NCCER. Total certifications reported as follows: Carpentry Level One 145, Core Curriculum 926, Electrical Level One 72, Masonry Level One 27, HEO Level One 5, HEO: Utility Tractors 34, HVAC Level One 2, Industrial maintenance E&I Tech Level One 87 and Industrial Maintenance mechanic 87. Total crafts completed 1385. NCCER Master Trainer Training scheduled for June was delayed due to COVID-19.</p> <p>During the 2019-20 school year, 435 secondary career and technical education teachers were reached through a combination of in-person school visits or during the New Teacher Institute or other small group meetings.</p>
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Budget

Budget Narrative: Budget must link to the project description, purpose, needs.

Explanation: Funds from this project will support OCTE staff travel to conduct on-site school visits for newly hired teachers to provide support in the implementation of career and technical education programs. Areas addressed during visits may include curriculum, assessments, pathway alignment, industry certifications, career and technical student organizations, etc. Staff will also travel to NTI and new teacher workshops where they will meet and work with new teachers in a group setting. Additionally, staff will participate in continuous improvement visits to support school improvement regarding instruction, assessment, and reporting for schools identified through analysis of CTE data. Additional support visits will be approved as needed permitting funding is available. Funding will support the training of one additional staff member within the OCTE to serve as NCCER Master Trainer. The individual we will seek to train in FY22 will be the newly hired program consultant for the manufacturing program area.

<p>a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.</p>	<p>No</p>
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<p>b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.</p>	
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b1. OPERATING COSTS:

Name	Description	Total \$
Travel Reimbursement	State staff travel to provide training and site visits for NCCER, conduct school visits, program continuous improvement and technical assistance visits teachers through onsite visits, NTI sessions, or new teacher workshops.	\$20,000

NCCER Training and Materials	State staff to attend the Master Training Session and acquire training materials	\$5,000
		\$ -
TOTAL OPERATING COSTS:		\$25,000

b2. WAGES & FRINGE BENEFITS:

Name	Description	Total \$
		\$ -
		\$ -
		\$ -
		\$ -
TOTAL WAGES & FRINGE:		\$ -

b3. OTHER


	Total \$	
	\$ -	
	\$ -	
	\$ -	
TOTAL OTHER:		\$ -
TOTAL AMOUNT REQUESTED:		\$ 25,000

- *If approved, funding may be used only for costs identified in the budget section of this proposal.*
- *Any changes to the project budget during the fiscal year must be requested and approved by OCTE.*
- *Project funds will be used July 1, 2021 – June 30, 2022.*

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Date Approved by KWIB:	
Approval: David Horseman Associate Commissioner Kentucky Department of Educations Office of Career and Technical Education and Student Transition.	Signature:
Total Amount Approved: \$	

**Perkins Leadership
2021-2022 Project Request**

Project Info	
Submitted By:	Beth Hargis, Director Technical Schools and Continuous Improvement Beth.hargis2@education.ky.gov In collaboration with Mary Taylor, Industry Training and Development Specialist
Date Submitted:	
Program Area(s):	Construction General Industry DJJ
Project Title:	OSHA 10-4 CTE
Project Location:	300 Sower Blvd. Frankfort KY 40601 Training will be conducted by EKU
Project Dates:	Objectives must be completed and requests for reimbursement submitted to OCTEST by June 30, 2021.
Authorized Signature:	
Description / Purpose / Need	
a. Why is this project important?	OSHA 10 is an industry certification identified and recognized as highly important to Kentucky employers particularly in the areas of construction and general industry. Offering train the trainer courses to Kentucky construction and manufacturing teachers will enable thousands of students to graduate every year with the OSHA 10 certification. In addition to providing targeted safety instruction for students enrolled in construction and manufacturing programs, achieving the OSHA 10 certification will give them an advantage as they transition to the workforce.
b. What are the objectives of this project?	<ol style="list-style-type: none"> 1. Train a minimum of 20 teachers (10 General Industry and 10 Construction) 2. Complete update training for 30 teachers whose certifications will expire this year. 3. Impact the number of students graduating high school with an OSHA 10 Certification.

<p>c. Describe how this project will improve your Career and Technical Education programs and how it links secondary and post-secondary programs along career pathways. <i>(Secondary and post-secondary partnerships are strongly encouraged.)</i></p>	<p>KY CTE programs will benefit from having OSHA 10 trained instructors in house. Students will be able to receive OSHA 10 certification before leaving the secondary setting. Many employers require this training of new and current employees. Post-secondary partners will benefit from having the training completed before students enter their programs. The net result will be a more rounded student/employee upon exiting the secondary program.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>An effort is in place to increase funding available through the Kentucky Safety and Health Network (KSHN) to support and sustain this project should Perkins funds not be available. However, it is yet to be determined whether KSHN funding will be available or how much. Failure to fund this project would greatly impact the number of teachers trained annually resulting in a direct impact on the ability of schools to provide OSHA 10 training in the areas of General Industry and Construction.</p>
<p>d.1. Who are the partnering entities contributing to the project? (Please explain whether they are public, private, or non-profit partnerships as these partnerships are strongly encouraged.)</p>	<p>Previously, this project has been supplemented by the non-profit entity of the Kentucky Safety and Health Network (KSHN) in effort to increase number of students graduating high school with OSHA certification(s). It is hoped funding for the project will be received again this year but has not yet been determined. Eastern Kentucky University will provide the virtual training at an agreed contract price. In addition, the private entity of the Association of General Contractors (AGC) has previously made contributions. Again, it is hoped AGC will provide funding for the project, but it is unclear at this time whether funding will be made available.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>KSHN 2017 - \$20,000; 2018 - \$20,000; 2019 - \$20,000 AGC 2011- \$ 1,100; 2018- \$ 2,200; 2019 \$3,300</p>
<p>d.3. Is this a continuation of a previously submitted project? If so, when was it submitted? Why is the continuation needed?</p>	<p>This project is a continuation from the previous three years. The intent is to eventually have a certified OSHA 10 instructor in every CTC or ATC to provide certification opportunities to all students in general industry or construction. Continuation is needed to add additional teachers in schools that do not have a certified teacher and to recertify as needed. This year's project includes funding for instructor recertification as train the trainer certifications expire every four years. This year, all training will be available in a virtual setting eliminating the need for travel. This will enable a greater number of teachers to receive training resulting in greater student opportunities for certification.</p>
<p>e. Describe the benefits for the state overall.</p>	<p>As OSHA 10 is a requirement for many industries, it is a benefit to the state to have a well prepared, highly skilled pipeline to attract industry. Offering OSHA 10 certification helps prepare future employees and removes the burden on employers. Completing the training at the secondary level also ensures students are prepared to enter the post-secondary programs with the safety knowledge and skills to be successful without remediation. A workforce which is prepared with the most current credentials is an attractive element to consider when looking to locate a business to the state.</p>

<p>f. Identify the specific KWIB Strategic Goal/s and objectives that link to the project, as well as Perkins Goal/s. Be specific. (Documents are attached)</p>	<p>EMPLOYERS: STRATEGIC OBJECTIVES</p> <p>Objective 1c: Increase the number of employers participating in work-based learning experiences and apprenticeships, while also establishing employer champions. (OSHA 10 will help prepare students for WBL)</p> <p>EDUCATION: STRATEGIC OBJECTIVES</p> <p>Strategic Objective 2a: Increase career exploration opportunities while students are in P-12, and provide all students an opportunity to earn a certificate or credential prior to graduation, with emphasis on those credentials where dual secondary / postsecondary academic credit is awarded.</p> <p>Strategic Objective 2e: Create opportunities for early, mid, and later-career learning for all Kentucky workers to provide a range of learning opportunities for growth, upskilling, and adaptation to changes in the nature and structure of work.</p> <p>Perkins Goals:</p> <p>Professional development programs for CTE teachers, faculty, administrators, and career guidance and academic counselors; (including initial preparation for CTE teachers)</p> <p>Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities such as employers and labor organizations</p>
<p>g. How is business and industry involved in the project?</p>	<p>Business and industry are financial supports of the project due to its value to our workforce. The Kentucky Safety and Health Network (KSHN) and Association of General Contractors (AGC) have contributed \$66,600 to date. As of November 2020, no additional funding for the coming year has been committed by KSHN. The KSHN board will meet in December to determine if funding will be approved.</p> <p>KSHN 2017 - \$20,000; 2018 - \$20,000; 2019 - \$20,000,</p> <p>AGC 2017 - \$ 1,100; 2018 - \$ 2,200; 2019 - \$3,300</p>
<p>h. What are the projected outcomes and how will they be measured? (Include information such as: numbers of students to be served, sharing of information from conferences, tests to be given, etc.)</p>	<p>What are the projected outcomes?</p> <ol style="list-style-type: none"> 1. Train a minimum of 20 teachers (10 General Industry and 10 Construction). 2. Complete update training for 30 teachers whose certifications will expire this year. 3. Impact the number of students graduating high school with the OSHA 10 certification. <p>How will the project outcomes be measured?</p> <ol style="list-style-type: none"> 4. The number of teachers successfully completing initial training. 5. The number of teachers successfully completing update training 6. The number of students earning achieving the OSHA 10 certification. <p>How will the overall success of the project be evaluated?</p> <p>Measured outcomes will be evaluated based on 1) registration and successful completion of initial training and update training; 2) number of students reported as having earned Certification.</p>

<p>i. Please provide data and outcomes from your last completed State Leadership Project. (Information should include items such as numbers served, how PD information was distributed, positive outcomes, etc.)</p>	<p>886 students received the OSHA 10 credential during the 19-20 school year.</p> <p>Four new teachers received authorized trainer status in July 2020; (2 in General Industry and 2 in Construction). Additionally, 3 instructors completed the OSHA renewal update training.</p> <p>Twelve teachers received authorized trainer status in July 2019; 5 in General Industry and 7 in Construction</p> <p>The total number of teachers trained since 2017:</p> <p>General Industry- 34 Construction- 42</p>
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Budget

Budget Narrative: Budget must link to the project description, purpose, needs.

Explanation: Funding will be used to cover the cost of teacher registration for OSHA 10 certification in either construction or general industry.

<p>a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.</p>	<p>Providing funds are received from KSHN and AGC, they will be leveraged to support this project. Funds will be used for registration costs.</p>
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<p>b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.</p>	<p>Funds will be used to cover the cost of virtual registration for OSHA 10</p>
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b1. OPERATING COSTS:


Name	Description	Total \$
	Registration for 20 teachers @ \$1,300	\$26,000
	Registration for 30 teachers needing update training @ \$550	\$16,500
		\$ -
TOTAL OPERATING COSTS:		\$42,500

b2. WAGES & FRINGE BENEFITS:

Name	Description	Total \$
		\$ -
		\$ -
		\$ -

		\$ -
	TOTAL WAGES & FRINGE:	\$ -
b3. OTHER		
		Total \$
		\$ -
		\$ -
		\$ -
	TOTAL OTHER:	\$ -
	TOTAL AMOUNT REQUESTED:	\$42,500
<ul style="list-style-type: none"> • <i>If approved, funding may be used only for costs identified in the budget section of this proposal.</i> • <i>Any changes to the project budget during the fiscal year must be requested and approved by OCTE.</i> • <i>Project funds will be used July 1, 2021 – June 30, 2022.</i> 		
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Date Approved by KWIB:		
Approval: David Horseman Associate Commissioner Kentucky Department of Educations Office of Career and Technical Education and Student Transition.	Signature:	
Total Amount Approved:	\$	

**Perkins Leadership
2021-2022 Project Request**

Project Info	
Submitted By:	Dr. Beth Hargis, Director Technical Schools and Continuous Improvement beth.hargis2@education.ky.gov In collaboration with Jodi Adams – New Teacher Institute
Date Submitted:	12/3/2020
Program Area(s):	ALL CTE pathways are impacted by this project - see Appendix 1 for Approved Certifications for Occupation-based Teachers. Occupation-based certified teachers fill teaching positions within all pathways with the exception of Agriculture. However, agriculture teachers serve as Mentor Teachers within the program and provide invaluable support for NTI teachers.
Project Title:	New Teacher Institute
Project Location:	Kentucky Department of Education
Project Dates:	July 1, 2021 to June 30, 2022
Authorized Signature:	
Description / Purpose / Need	
a. Why is this project important?	<p>The Kentucky Career and Technical Education (CTE) occupation-based teacher shortage has reached critical levels. According to the Critical Teacher Shortage Areas report developed by KDE for the U.S. Department of Education, CTE teachers have faced a critical shortage status in all ten of the Local Workforce Areas in Kentucky.</p> <p>The shortage is especially impactful in the rural areas designated as Rural Local Education Agencies (LEAs), which struggle to find qualified candidates, especially in high wage, high demand areas. For instance, in 2018, Nelson County posted a welding position four times before finding a qualified applicant, which meant months of substitute teachers in the classroom. Webster County struggled to find qualified applicants for health science and CAD positions, running the risk of program closure, impacting students and employers in the area. Mason County was required to post a construction position multiple times, resulting in a reduction in student participation in a critical need area.</p> <p>Since 1981, the Kentucky Department of Education (KDE) Office of Career and Technical Education (OCTE) has offered the New Teacher Institute, a program designed to transition potential occupation-based CTE teachers from the workforce into the classroom. KDE partnered with universities around the state to facilitate the program. This partnership was facilitated by a coordinator housed in the Kentucky Workforce Development Cabinet, showing an early understanding of the connection between education and workforce development in the state. Further, the Kentucky</p>

Teacher Internship Program (KTIP) fostered an ongoing commitment to the profession as it was designed to offer support to new teachers and encourage a culture of continuous professional growth. The program encouraged ongoing dialogue between the new teacher, a resource teacher, a university liaison, and an administrator within the new teacher's building. Historically, KTIP was completed during the teacher's first year. However, many CTE teachers never reached the point of their second year because of the hurdles associated with the certification requirements and the limited experiences encountered through the one-year induction process. Not surprisingly, departure rates of CTE teachers hovered around twenty five to thirty percent each year and the turnover was imposing significant costs on the initial search, placement, and training of the teachers as well as the transaction costs associated with new searches, replacement, and new training.

With changes to 16 KAR 2:020 in October of 2017, the Kentucky Department of Education Office of Career and Technical Education became the authorized Education Preparation Program for occupation-based teachers in Kentucky. The transformed New Teacher Institute (NTI) is a research based two year program delivered by KDE that is designed to introduce occupation-based teacher candidates into the discipline of teaching through orientation, face-to- meetings, online modules, mentor support, KACTE Summer Conference participation, and relevant curriculum. NTI is designed to meet content requirements and partnering institution requirements through the lens of career and technical education. The new regulations allow for a professional learning experience that consists of face to face meetings, on-line instructions and assignments. As part of the new designed program, a Mentor component was added to NTI, in which new teachers receive the benefit of guided discussions, classroom observations, support, and mentoring by fellow CTE teachers, experienced CTE educators, and administration.

b. What are the objectives of this project?

The objective is to improve induction and onboarding of occupation-based teachers and provide much needed support over 24 months to help reduce teacher anxiety and reduce teacher turnover. NTI impacts all newly hired occupation-based teachers. The overarching goal of the remodeled NTI is to maintain 90% of all teachers enrolled in the program at the end of the two-year cycle. CTE teacher retention at the midpoint, end of program (i.e., year 2), completion of year 3, and completion of year 5 will be measured and program feedback will be used to make Improvements.

<p>c. Describe how this project will improve your Career and Technical Education programs and how it links secondary and post-secondary programs along career pathways. <i>(Secondary and post-secondary partnerships are strongly encouraged.)</i></p>	<p>CTE programs will benefit from having a more qualified and experienced teacher. OCTE partners with Murray State University, University of Louisville, Eastern Kentucky University, and Morehead State University to help provide teacher training and mentorship. Also, occupation-based teachers are required to earn/possess an associate degree or higher in the content area in which the teacher is certified, or in Career and Technical Education, in order to be recommended for professional teacher certification. OCTE is working closely with the Kentucky Community and Technical College system to provide opportunities for new teachers to earn an associate degree in his or her content area, while fostering relationships with content area program directors at the KCTCS campus closest to the secondary building, promoting dual credit opportunities for secondary students.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>No. This project is a requirement of Perkins funds.</p>
<p>d.1. Who are the partnering entities contributing to the project? (Please explain whether they are public, private, or non-profit partnerships as these partnerships are strongly encouraged.)</p>	<ul style="list-style-type: none"> • Murray State University, University of Louisville, Eastern Kentucky University, and Morehead State University - Public, Non-Profit • Kentucky Community and Technical College system - Public, Non-Profit • Southern Regional Education Board - Non-Profit
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<ul style="list-style-type: none"> • NTI has partnered with Murray State University, University of Louisville, Eastern Kentucky University, and Morehead State University to offer 12 hours of college credit, either at the undergraduate or graduate level, depending on the needs of the individual teacher. • Occupation-based teachers are required to earn/possess an associate degree or higher in the content area in which the teacher is certified, or in Career and Technical Education, in order to be recommended for professional teacher certification. KDE is working closely with the Kentucky Community and Technical College system to provide opportunities for new teachers to earn an associate degree in his or her content area, while fostering relationships with content area program directors at the KCTCS campus closest to the secondary building, promoting dual credit opportunities for secondary students. • The model will be delivered among three (3) regional cohorts throughout the state and partnerships have been created with school districts and KCTCS campuses to provide training space, including the Laurel County Center for Innovation (secondary), the Arvin Center in Oldham County (secondary), Jefferson Community and Technical College (post-secondary) and Madisonville Community and Technical College (post-secondary). • The curriculum used in NTI was developed by the Southern Regional Education Board, who has proved to be a valuable partner in the development and implementation of NTI. Funding of this project will allow for a continued partnership with SREB. • University of Louisville will provide 10% of the director's salary.
<p>d.3. Is this a continuation of a previously submitted project? If so, when was it submitted? Why is the continuation needed?</p>	<p>This is a continuation of the work started three years ago in order to combat critical CTE teacher shortages. Recruiting, preparing, or retaining career and technical education teachers is a requirement of Perkins leadership funds.</p>

<p>e. Describe the benefits for the state overall.</p>	<p>This proposed project is designed to attract, develop, and retain CTE teachers, who have been identified as a critical shortage personnel in the Commonwealth of Kentucky. In fact, as early as the 1998-1999 school year, Technology Education was listed as a teacher shortage area in Kentucky. Several years later, Information Technology and Engineering Technology were added. In the fall of 2013, all CTE areas were listed as one content area on the teacher shortage list and have remained in critical shortage since that school year.</p> <p>Further, over the last four years, CTE teachers have been flagged under the critical shortage status in all ten of the Local Workforce Areas in Kentucky. Currently, four of the ten Local Workforce Areas have Career and Technical Education listed as a critical shortage. The shortage is especially impactful in the rural areas designated as Rural LEAs. Through the improved pedagogical development of CTE teachers around the state, we will be able to maintain our current body of teachers offering CTE programs in the five high demand sectors, as well as open additional programs that support workforce development in Kentucky.</p>
<p>f. Identify the specific KWIB Strategic Goal/s and objectives that link to the project, as well as Perkins Goal/s. Be specific. (Documents are attached)</p>	<p>Education, Goal #2 Align and integrate P-12, adult education and postsecondary education to provide lifelong opportunities for Kentuckians that prepare them for the rapidly shifting realities of work in the future.</p> <p>Strategic objective 2a: Increase career exploration opportunities while students are in P-12 and provide all students an opportunity to earn a certificate or credential prior to graduation, with emphasis on those credentials where dual secondary/postsecondary academic credit is awarded.</p> <p>NTI has been reconstructed to maximize dual credit opportunities for occupation-based teachers to provide their students. Previously, teachers were required to complete a planned 64 hour program with a university that resulted in courses focused on Career and Technical Education. Now, 16 KAR 2:020 authorizes the teacher to pursue an associate degree in the content area in which the teacher is certified, which allows the teacher to offer dual credit within the technical content of his or her career pathway.</p> <p>Strategic Objective 2c: Increase awareness of all market-relevant career pathways among students, educators, guidance counselors, career counselors and parents.</p> <p>Through NTI's professional development curriculum, an added emphasis is given to understand the roles and responsibilities of career and technical teachers, including industry-specific knowledge and skills, the importance of certifications and credentials, teaching 21st Century Skills, communicating key points about Programs of Study, and developing Career Pathway opportunities within their schools that reflect the needs of business and industry within their community. Specific focus is given to training the teachers on effective use of advisory committees to engage local business and industry. Teachers are trained in the use of relevant labor market data and provided with resources to communicate those needs to relevant stakeholders, including guidance counselors, parents, SBDM committees and students.</p> <p>Perkins Goal:</p> <p>Professional development programs for CTE teachers, faculty, administrators, and career guidance and academic counselors: (including initial preparation for CTE teachers); Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities such as employers and labor organizations.</p>

<p>g. How is business and industry involved in the project?</p>	<p>The nature of the work will impact business and industry through student outcomes and placement. In addition, new teachers receive ongoing training and development regarding effective advisory committee creation, utilization, and continuous improvement.</p>
<p>h. What are the projected outcomes and how will they be measured? (Include information such as: numbers of students to be served, sharing of information from conferences, tests to be given, etc.)</p>	<p>The overall goal is to reduce the turnover of occupation-based teachers from an estimated 30% to under 10%. The Director of NTI will track individual teachers through their first five years and determine the turnover rate. Teacher retention at the midpoint, end of program (i.e., year 2), completion of year 3, and completion of year 5 will be measured and program feedback will be used to make improvements.</p>
<p>i. Please provide data and outcomes from your last completed State Leadership Project. (Information should include items such as numbers served, how PD information was distributed, positive outcomes, etc.)</p>	<p>Total Number of Teachers for 2019-2020 School Year: 224/243 (92.2% retention)</p> <p>Completed Year 2 Teachers (Cohort 2018): 118/126 (93.7% retention)</p> <p>Incoming Year 2 Teachers (Cohort 2019): 106/117 (90.6% retention)</p> <p>Mentor Coaches: 34 Mentor Teachers: 102</p> <p>Total Number of Observations/Discussions Reported for 2019-2020 School Year: 1,426</p> <p>Increased levels of support through a focus on productive mentoring for new occupation based CTE teachers has resulted in higher rates of retention.</p>

Budget

Budget Narrative: Budget must link to the project description, purpose, needs.

Explanation:

Perkins funds will be supplemented by district supporting paid professional development workdays for teachers to attend training. As turnover is reduced the costs of training will be reduced to cover commensurate reductions in turnover as it approaches the goal.

<p>a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.</p>	<p>New teacher salaries being paid by local districts</p>
<p>b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.</p>	<p>See budget below.</p>

b1. OPERATING COSTS:		
Name	Description	Total \$
Registration and Travel	Costs include registration and travel costs for 200 teachers to participate in the Kentucky Association of Career and Technical Education Summer Program, of which NTI is embedded to provide 4 days of face-to-face onboarding for Year 1 teachers and further professional development for Year 2 teachers. Cost is estimated at \$430 per teacher.	86,000
Training Facilitation	Curriculum; Preparation/4 days at Summer Conference/2 days at Fall Regional/2 days at Spring Regional) X 2 (1 for each Cohort Year) plus 3 days for Year 1 Midpoint = 25 days total	35,000
Mentor Teachers	Contracted cost of support provided by mentor teachers. Cost is estimated at \$500 per teacher X 200 new teachers.	\$100,000
Mentor Coaches	Contracted cost of observations and support provided by mentor coaches Cost is estimated at \$120 per observation conducted X 3 visits per teacher X 200 new teachers. Also includes university administrative facilitation.	\$77,500
NOCTI Testing Materials	Supplies and materials needed for performance NOCTI testing (such as purchasing wood, metal, etc.). The required materials are identified for the performance NOCTI test.	\$500
NOCTI Test Administration	Cost of NOCTI test administration	\$3,000
TOTAL OPERATING COSTS:		\$302,000
b2. WAGES & FRINGE BENEFITS:		
Name	Description	Total \$
NTI Director Contract	Director of NTI program	\$100,000
		\$ -
		\$ -
		\$ -
TOTAL WAGES & FRINGE:		\$100,000
b3. OTHER		
NOCTI Performance Testing Administration	To administer and grade the performance NOCTI exam (time involved). The administrator is paid for this - \$50.00 per hour); Time involved in purchasing materials needed for the performance NOCTI exam. Required materials are needed for the performance NOCTI exam, such as wood, metal, etc. The person taking the performance NOCTI test must complete designated projects, such as building a frame, for the test.	\$500
		\$ -
		\$ -
		\$ -
TOTAL OTHER:		\$500
TOTAL AMOUNT REQUESTED:		402,500
<ul style="list-style-type: none"> • If approved, funding may be used only for costs identified in the budget section of this proposal. • Any changes to the project budget during the fiscal year must be requested and approved by OCTE. • Project funds will be used July 1, 2021 – June 30, 2022. 		
For Office Use Only		
Date Approved by KWIB:		
Approval: David Horseman	Signature:	


Associate Commissioner Kentucky Department of Educations Office of Career and Technical Education and Student Transition.	
Total Amount Approved: \$	

Appendix 1

Kentucky Department of Education Approved Occupation-based Certification Programs August 1, 2018

PROGRAM_NAME	PROGRAM_TYPE	ROUTE	DEGREE_AWARDLEVEL	CREDENTIAL
Air Conditioning and Heating	Initial Undergraduate	Traditional	Certification Only	0760
Airframe and Power Plant Mechanics	Initial Undergraduate	Traditional	Certification Only	0803
Allied Health	Initial Undergraduate	Traditional	Certification Only	0200
Auto Body Repairs	Initial Undergraduate	Traditional	Certification Only	0762
Auto Technology	Initial Undergraduate	Traditional	Certification Only	0763
Aviation Technology	Initial Undergraduate	Traditional	Certification Only	0806
Building Maintenance	Initial Undergraduate	Traditional	Certification Only	0764
Business and Marketing	Initial Undergraduate	Traditional	Certification Only	0870
Carpentry	Initial Undergraduate	Traditional	Certification Only	0766
Commerical and Recreational Small Engine Technology	Initial Undergraduate	Traditional	Certification Only	0797
Computer Aided Drafting	Initial Undergraduate	Traditional	Certification Only	0769
Computer Graphics Technology	Initial Undergraduate	Traditional	Certification Only	0767
Computer Science	Initial Undergraduate	Traditional	Certification Only	0850
Computer Systems Technology	Initial Undergraduate	Traditional	Certification Only	0731
Cosmetology	Initial Undergraduate	Traditional	Certification Only	0260
Culinary and Food Services	Initial Undergraduate	Traditional	Certification Only	0923
Diesel Technology	Initial Undergraduate	Traditional	Certification Only	0768
Dietetics	Initial Undergraduate	Traditional	Certification Only	0830
Early Childhood Education	Initial Undergraduate	Traditional	Certification Only	0860
Electricity	Initial Undergraduate	Traditional	Certification Only	0773
Electronics	Initial Undergraduate	Traditional	Certification Only	0733
Emergency Medical Services	Initial Undergraduate	Traditional	Certification Only	0430
Energy	Initial Undergraduate	Traditional	Certification Only	0840
Engineering Technology	Initial Undergraduate	Traditional	Certification Only	0729
Fire Service Technology	Initial Undergraduate	Traditional	Certification Only	0420
Health Science	Initial Undergraduate	Traditional	Certification Only	0210
Heavy Equipment Repair	Initial Undergraduate	Traditional	Certification Only	0800
Industrial Maintenance Technology	Initial Undergraduate	Traditional	Certification Only	0792
Law Enforcement	Initial Undergraduate	Traditional	Certification Only	0410
Machine Tool Technology	Initial Undergraduate	Traditional	Certification Only	0776
Manufacturing Technology	Initial Undergraduate	Traditional	Certification Only	0983
Marine Technology	Initial Undergraduate	Traditional	Certification Only	0808
Masonry	Initial Undergraduate	Traditional	Certification Only	0777
Plumbing	Initial Undergraduate	Traditional	Certification Only	0780
Power Technology	Initial Undergraduate	Traditional	Certification Only	0799
Pre-Law	Initial Undergraduate	Traditional	Certification Only	0820
Sheet Metal	Initial Undergraduate	Traditional	Certification Only	0783
Small Engine Repair	Initial Undergraduate	Traditional	Certification Only	0784
Veterninary Assistant	Initial Undergraduate	Traditional	Certification Only	0216
Video Production	Initial Undergraduate	Traditional	Certification Only	0811
Welding	Initial Undergraduate	Traditional	Certification Only	0788
Wood Manufacturing Technology	Initial Undergraduate	Traditional	Certification Only	0809

**Perkins Leadership
2021-2022 Project Request**

Project Info	
Submitted By:	Dr. Beth Hargis, Director Technical Schools and Continuous Improvement beth.hargis2@education.ky.gov In collaboration with: Brandon Bardin, Principal Career and Technical Education - Department of Juvenile Justice
Date Submitted:	12/3/20
Program Area(s):	All DJJ-YDC program areas
Project Title:	DJJ- YDC Faculty Professional Development
Project Location:	KACTE Summer Conference
Project Dates:	KACTE Summer Conference will take place July, 2019 and will include New Teacher Institute (NTI) Sessions for New Teachers
Authorized Signature:	
Description / Purpose / Need	
a. Why is this project important?	Requested funds will support curriculum and professional development opportunities for 18 instructors.
b. What are the objectives of this project?	To provide curriculum, professional development and facilities support to the 18 instructors of the YDCs through KACTE summer conference and New Teacher Institute.

<p>c. Describe how this project will improve your Career and Technical Education programs and how it links secondary and post-secondary programs along career pathways. <i>(Secondary and post-secondary partnerships are strongly encouraged.)</i></p>	<p>The unique services provided by the YDC is enhanced by instructors trained in best practices for instruction. This project enables the viable option to provide support to the instructors with regard to curriculum and professional development. The professional development that will be provided to the 18 instructors will also include training to relate the pathways offered in the YDC's to the pathways of an Area Technology Center and/or a post-secondary program. Likewise, this project provides training through the New Teacher Institute (NTI) for new teachers in the system.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>NO</p>
<p>d.1. Who are the partnering entities contributing to the project? (Please explain whether they are public, private, or non-profit partnerships as these partnerships are strongly encouraged.)</p>	<p>The Department of Juvenile Justice, a public partner, operate the YDC's.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>DJJ currently provides all funding for equipment, equipment repair, consumables and non-consumable supplies for all technical programs. They also provide all funding for any utilities needed by the technical instructors.</p>
<p>d.3. Is this a continuation of a previously submitted project? If so, when was it submitted? Why is the continuation needed?</p>	<p>This is a continuation of a previously submitted project. It was submitted for the 2020-2021 school year. The continuation will benefit instructors working with students in youth development centers. Continuation funding will provide continuous improvement and update training beyond what is currently available through other means. If this project funding is not available in the coming year, the DJJ instructors may not attend the summer conference which provides vital updates in regards to accountability, industry certification, youth apprenticeship, work-based opportunities, new teacher training, and instructional improvement.</p>
<p>e. Describe the benefits for the state overall.</p>	<p>The benefits of professional development for the instructors working with students in youth development centers, will better equip them to offer their students better training and potential certifications to prepare them for job opportunities in their community. The skills that students can obtain, as a result, will lower the recidivism rate. The lower recidivism rate would in turn lower the cost to the state. State funding would no longer be needed to house these students. The professional development and the students training would help them become productive, tax paying citizens</p>

<p>f. Identify the specific KWIB Strategic Goal/s and objectives that link to the project, as well as Perkins Goal/s. Be specific. (Documents are attached)</p>	<p>This project links directly to KWIB objective 2a. It will provide students opportunities for exploration along with opportunities to earn certificates or valuable credential prior to graduation.</p>
<p>g. How is business and industry involved in the project?</p>	<p>Business and industry is currently working with our students and staff to offer them employment opportunities upon their release. They also make donations in the form of supplies and materials and speak to our students to enhance classroom instruction.</p>
<p>h. What are the projected outcomes and how will they be measured? (Include information such as: numbers of students to be served, sharing of information from conferences, tests to be given, etc.)</p>	<p>The outcomes of this project will mean new instructors will be more prepared to teach in an alternative setting as measured by qualitative measures through the NTI program. Experienced teachers will receive up to date training as it relates to industry-based certifications and new teaching methodology. The effectiveness of their teaching will be measured through the professional growth and effectiveness system as well as the number of industry certifications students earn. The number of students served will be between 200-300.</p>
<p>i. Please provide data and outcomes from your last completed State Leadership Project. (Information should include items such as numbers served, how PD information was distributed, positive outcomes, etc.)</p>	<p>The Department of Juvenile Justice, KDE technology instructors utilized 2020-21 Perkins Leadership monies to attend the KACTE summer program. From that program, instructors gained insightful knowledge to better teach their students, 2 instructors became Microsoft Office Specialist qualified instructors, 2 instructors attended their 2nd year of NTI and 3 teachers began their NTI experience. The experience and knowledge gained by instructors from this program translated in to 42 student industry certifications from various disciplines.</p>

Budget

Budget Narrative: Budget must link to the project description, purpose, needs.

Explanation:

The proposed budget, if awarded, will be used to train new instructors and provide experienced instructors up to date professional development. This funding will in turn give students a new skill set necessary obtain employment upon their release into the community.

a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.	There are currently no other sources of funding to support this project, however, OCTEST Consultant facilitates this work. State funds would be sought if Perkins funds were not available.
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b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.	See budget below
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b1. OPERATING COSTS:		
Name	Description	Total \$
KACTE Summer Program Registration	Registration for 18 DJJ instructors	\$4,560
KACTE Summer Program Travel	Travel, meals, lodging for 18 DJJ instructors	\$10,250 -
		\$ -
TOTAL OPERATING COSTS:		\$14,810

b2. WAGES & FRINGE BENEFITS:		
Name	Description	Total \$
		\$ -
		\$ -
		\$ -
		\$ -
TOTAL WAGES & FRINGE:		\$ -

b3. OTHER		
		Total \$
		\$ -
		\$ -
		\$ -
TOTAL OTHER:		\$ -
TOTAL AMOUNT REQUESTED:		\$14,810-

- *If approved, funding may be used only for costs identified in the budget section of this proposal.*
- *Any changes to the project budget during the fiscal year must be requested and approved by OCTE.*
- *Project funds will be used July 1, 2021 – June 30, 2022.*

For Office Use Only

Date Approved by KWIB:	
Approval: David Horseman Associate Commissioner Kentucky Department of Educations	Signature:

Office of Career and Technical Education and Student Transition.	
Total Amount Approved: \$	

**Perkins Leadership
2021-2022 Project Request**

Project Info	
Submitted By:	Pamela Moore Division of Student Transition and Career Readiness Office of Career and Technical Education and Student Transition
Date Submitted:	December 15, 2020
Program Area(s):	Agriculture, Business/Marketing, Family and Consumer Sciences, Health Science, Information Technology, Media Arts, Construction, Transportation, Manufacturing, Engineering and Technology, Law and Public Safety. Also included are JROTC, Global Logistics, and emerging programs/pathways.
Project Title:	Career Programs and Pathways
Project Location:	Office of Career and Technical Education and Student Transition 300 Sower Blvd. Frankfort, KY 40601
Project Dates:	July 1, 2021 – June 30, 2022
Authorized Signature:	<i>Pamela K. Moore, Division Director</i>
Description / Purpose / Need	
a. Why is this project important?	This project is intended to create and expand rigorous, current, and relevant career and technical education programs and pathways at the secondary level that align to postsecondary education and employment opportunities in Kentucky's high demand and support industry sectors. The is an on-going project to support instructional resources for educators, business/industry partnerships, secondary-postsecondary pathway alignment including, dual and articulated credit, apprenticeships, and industry certification resources and trainings aligned to Kentucky's Career Studies standards, programs and pathways. The impact of COVID-19 has caused us to consider new technologies and platforms for CTE instruction. Through this project OCTE will research and seek expanded opportunities (i.e., training, delivery models, platforms) for virtual instruction.
b. What are the objectives of this project?	<ol style="list-style-type: none"> 1. Validation, development, and access to high-quality curricular resources to support CTE instruction for KDE approved career programs/pathways. 2. Validation and continued development of CTE program and pathways needs to support Kentucky's labor market demand through business and industry partnerships. 3. Expansion of secondary-postsecondary pathway alignment models for all KDE approved programs. 4. Development of career exploration resources and trainings aligned to Kentucky's Career Studies standards, programs and pathways for elementary, middle and high school students leading to enrollment in KDE approved CTE pathways and postsecondary opportunities. 5. Expansion of standards and assessment to support the implementation of high-quality career and technical education programming.

<p>c. Describe how this project will improve your Career and Technical Education programs and how it links secondary and post-secondary programs along career pathways. <i>(Secondary and post-secondary partnerships are strongly encouraged.)</i></p>	<p>This project provides statewide access to instructional resources, materials, and supports to implement high-quality career and technical education programming including standards, curriculum and assessments, career studies and career exploration opportunities. Resources are validated to align with current career and technical education programming and pathways driven by industry standards and needs (LMI). High-quality curricula and resources at the secondary level are paramount in preparing students for successful transition to postsecondary education and employment opportunities. This project will allow expansion of 9-14/16 pathway alignments in high demand and support industry sectors including industry certification, apprenticeship, dual/articulated credit leading to postsecondary education, training and employment opportunities. This work will be accomplished in partnership with 2- and 4-year colleges/universities as well as business and industry partners.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>No.</p>
<p>d.1. Who are the partnering entities contributing to the project? (Please explain whether they are public, private, or non-profit partnerships as these partnerships are strongly encouraged.)</p>	<p>Non-profit partnerships will include the following – MBA Research, American Association of Family and Consumer Sciences, JumpStart Coalition, National Consortium on Health Science Education, Tooling-U, Career and Technical Education Consortium of States</p> <p>Kentucky Community and Technical College System, Northern Kentucky University, Eastern Kentucky University, Western Kentucky University, Murray State University and the University of Kentucky are currently engaged in 9-14/16 pathway alignment work as well as expansion of dual and articulated credit opportunities in career and technical education. During FY22, there will be collaboration with the Council on Postsecondary Education to standardize articulation agreements with postsecondary institutions.</p> <p>Business and industry partnerships are critical to the work associated with industry driven CTE programs and pathways.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>Non-profit partnerships – These are program related consortia and organizations that support career and technical education for multiple states nationwide. As a member state of these organizations, state staff receive training for the use and implementation of high-quality CTE resources, have a voice at the national level on CTE initiatives, and schools’ statewide benefit from the use of instructional resources and associated trainings to support classroom instruction.</p> <p>Postsecondary partnerships are organized to advance the work through collaboration and coordination of aligned efforts related to career and technical education.</p> <p>Business and industry partnerships are organized to support the validation of CTE programming and provide guidance on the direction of secondary CTE programs and pathways through involvement in committees and taskforce meetings.</p>
<p>d.3. Is this a continuation of a previously submitted project? If so, when was it submitted? Why is the continuation needed?</p>	<p>This is ongoing work provided through the Office of Career and Technical Education and Student Transition. A project for secondary career programs and pathways was submitted for FY21. There is a continuing need for this project to ensure the implementation of high-quality career and technical education that is rigorous and aligned to Kentucky’s workforce needs. The impact COVID-19 had on the delivery of career and technical education creates a significant need for the continuation of this project as the OCTE seeks to provide expanded support and resources for schools in the implementation of CTE in multiple formats.</p>

<p>e. Describe the benefits for the state overall.</p>	<p>Curriculum and resources are vital to strong CTE programming to graduate well-education and highly skilled students prepared for transition to postsecondary opportunities – workforce, apprenticeships, and/or postsecondary certificate or degree programs (associates, bachelors). The objectives of this project support Carl D. Perkins required uses of funds, the KWIB Strategic Plan, as well as KDE/OCTEST initiatives and accountability to ensure expanded opportunity and access to high-quality career and technical education for students statewide. Work associated with his project benefits all career and technical education program areas.</p>
<p>f. Identify the specific KWIB Strategic Goal/s and objectives that link to the project, as well as Perkins Goal/s. Be specific. (Documents are attached)</p>	<p>KWIB Goals/Objectives:</p> <ul style="list-style-type: none"> • 1d – Engage employers in education efforts from early childhood through Kindergarten, Grade 12 and postsecondary. • 2a – Increase career exploration opportunities while students are in P-12 and provide all P-12 students an opportunity to earn a certificate(s) or credential(s) prior to graduation, with emphasis on those credentials where rural secondary/postsecondary academic credit is awarded. • 2b – Review and adjust the structure (locations, pathways and resources) of pre-K through postsecondary delivery to identify ways to align and integrate the Commonwealth’s educational infrastructure based on employer needs. • 2c – Increase awareness of all market-relevant career pathways among students, educators, guidance counselors, career counselors and parents • 2d – Improve the sharing and the use of data to inform the ongoing curriculum design for P-12 and postsecondary institutions <p>Perkins Required/Permissible Uses of Funds:</p> <ul style="list-style-type: none"> • preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations • developing a statewide program of study • establishing statewide industry or sector partnerships among local educational agencies to-- <ul style="list-style-type: none"> (A) develop and implement programs of study aligned to State and local economic and education needs, including, in-demand industry sectors and occupations; (B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to— <ul style="list-style-type: none"> (i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards (ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school, at no cost to the student or the student's family; and (iii) facilitate work-based learning opportunities into programs of study.

<p>g. How is business and industry involved in the project?</p>	<ul style="list-style-type: none"> • Business and Education Alignment Taskforce to align KWIB approved industry certifications to state approved programs of study • Business partners assist with review, revision and/or development of pathway standards and CTE End-of Program assessments, new programs of study and apprenticeship opportunities.
<p>h. What are the projected outcomes and how will they be measured? (Include information such as: numbers of students to be served, sharing of information from conferences, tests to be given, etc.)</p>	<p>Career and Technical Education programs statewide will reap the benefits of this project both at the secondary and postsecondary through the implementation of rigorous, current and relevant career and technical education programming.</p> <p>Expected outcomes:</p> <ul style="list-style-type: none"> • Involvement of business and education partners to ensure current, relevant and rigorous resources are available for use in career and technical education programs • Collaboration with WIBs, KWIB, and other business and industry partners in the identification and validation of industry credentials, certifications, and licensures as a measure for transition readiness. • Increased number of CTE end-of-program standards and assessments aligned with postsecondary programs offering articulated credit. • Standardized articulation agreements across postsecondary institutions • High-quality standards and assessments to drive CTE programming. • Delivery of high-quality career and technical education throughout the state. <p>Measures:</p> <ul style="list-style-type: none"> • Number of business and education alignment taskforce and other B/I meetings conducted including number of B/I representatives involved. • Number of curriculum taskforce meetings conducted including number of education and B/I representatives involved. • Number of postsecondary articulation agreements available to secondary career and technical education students including number of secondary/postsecondary entities involved. • Alignment documentation of KWIB approved industry certification. • Number of students earning industry certifications and dual/articulated credit. • Involvement in nationally recognized consortiums to provide access to high-quality curricular resources. • Completion of Kentucky Career Studies Standards alignment and initial resource development to support implementation of the standards.
<p>i. Please provide data and outcomes from your last completed State Leadership Project. (Information should include items such as numbers served, how PD information was distributed, positive outcomes, etc.)</p>	<p>Curriculum projects were carried out in all program areas to ensure current and rigorous career and technical education resources for secondary CTE programs statewide. Projects ranged from resource development, standards development and alignment, to industry task force meetings. In addition to aligning resources to meet the requirements of the state Perkin’s Plan, there was intentional alignment to NSFY initiative and the state “readiness” accountability model to increase the number of students graduating from high school prepared to transition to college and/or the workforce.</p> <p>Curriculum Taskforce and Futuring Panel meetings were conducted to ensure rigorous and relevant curriculum in the following program areas: Agriculture, Business and Marketing, Family and Consumer Science, Health Science (EMT), Information Technology, Media Arts, Construction (Electricity, Carpentry, and Masonry), Manufacturing (IMT, Welding, and CAD), and Engineering. Projects included</p>

alignment of secondary curriculum to industry standards and certifications as well as alignment of secondary to postsecondary programs of study. These groups also conducted standards alignment and Item Analysis work associated with technical skills assessments. Fourteen meetings involving 95 secondary and post-secondary educators, business/industry partners to provide guidance to ensure content of the 2021-22 Program of Study was aligned appropriately to rigorous and relevant industry standards and labor market demands as well as leading to postsecondary programs.

To ensure access to current curriculum aligned to industry standards, Kentucky participates in the following consortiums to enhance work being done in the state and provide additional curriculum resources and professional development at the secondary level: AAFCS (American Association of Family and Consumer Science, MBA Research, Jump\$tart, Engineering by Design and NCHSE (National Consortium on Health Science Education. Additionally, Manufacturing teachers are supported with access to ToolingU Online curriculum resource. Consortium resources are aligned to the specific programs. Trainings and professional development are provided through other projects to implement the effective use of resources statewide.

American Association for Family and Consumer Sciences (AAFCS) Consortium membership - By belonging to the AAFCS Consortium, Kentucky has a strong voice in product development, receives reduced rates and fees on the Pre-PAC student assessments, and receives state-compiled data reports, as well as specialized support for professional learning. Maintaining our membership in the consortium is beneficial to Kentucky schools by providing professional learning and instructional resources to Family and Consumer Science teachers. Currently this resource impacts over 300 Kentucky teachers.

National Consortium of Health Science Educators (NCHSE) – One state staff member was involved in the NCHSE curriculum conference designed to provide current information in health-related fields. Participation informed and equipped state staff with information to maintain a current program of study guiding pathways in health science. Information was disseminated to teachers statewide through professional development opportunities at the state CTE summer conference as well as through ongoing technical assistance and new teacher institutes.

MBA Research Conclave – Belonging to this multistate consortium provides benefits to all Kentucky Business and Marketing teachers through access to aligned curriculum and other instructional resources. Three state staff members attended the MBA Research Conclave with multiple teachers attending and presenting as well. The annual Leadership Forum was attended by the state director of business and marketing education programs. The Leadership Forum also provided the opportunity to involve two teachers. Kentucky chose a teacher representing each program area – business and marketing. The five-year state plan was reviewed for accomplishments and extended to continue growth and expansion of opportunities aligned to both state and national program goals. State staff and teachers participating in the Leadership Forum developed and delivered professional development for all business and marketing teachers and provided this at the annual CTE summer conference.

AWS Certifications and Renewals - All Welding Instructors employed by the Office of Career and Technical Education are required to be certified by the American Welding Society (AWS). All Welding Programs in the Office of Career and Technical Education are required to be SENSE Accredited by the American Welding Society (AWS). The AWS Certification and Accreditation demonstrates to industry and to the community that the program meets the required technical standards. (AWS Certified) instructors teach the knowledge and skills required for students to attain industry certifications increasing their potential for further employment and meeting Career and College Readiness (CCR). This opportunity assessed teachers on current industry skills to ensure students are being prepared for today's workforce.

Career and Technical Education Consortium of States (CTECS) provides resources to support the implementation of the CTE End of Program assessments. Through participation in the consortium, Kentucky is typically able to assess preparatory students statewide. A statewide school closure from March to May due to COVID-19 resulted in limited testing in 2020. However, prior to that, Kentucky participated in a Community of Practice forum through which states work collaboratively on sharing resources and solving common problems related to standards and assessment development and implementation. State leaders presented information on career pathways, secondary-postsecondary program alignment, career guidance and counseling, middle school CTE initiatives, overview of Perkins V as well as use of Labor Market information to drive decisions for CTE programming in the states. This collaborative setting allows Kentucky to showcase the work being done in connection with our local WIBs, the KWIB, as business and industry partners statewide. Additional work supported through the CTECS was the development of Middle School Career Exploration resources and website. These resources will serve to support career and technical education in the middle grades.

Budget

Budget Narrative: Budget must link to the project description, purpose, needs.

Explanation: Funds from this project will support consortium fees providing statewide access to curricular resources aligned to career pathways and industry certifications, statewide administration fees associated with CTE End of Program Assessment (historically up to 30,000 students statewide), and all expenditures associated with curriculum alignment and development projects, pathway development and alignment (secondary-postsecondary) projects, standards and assessment development and expansion projects, business and education alignment taskforce meetings. There will be an expansion to career awareness, exploration and preparation resources developed in alignment with the K-12 Kentucky Academic Standards for Career Studies.

a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.	No
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b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.	
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b1. OPERATING COSTS:		
Name	Description	Total \$
Reimbursement	Travel (state staff and meeting participants), substitute teachers, stipends, and related meeting expenses (room rentals, materials, resources, etc.) associated with project	\$80,000
Registration and Reimbursement	Initial and Renewal Industry Certifications for Instruction/Administration of secondary industry certifications	\$30,000
		\$ -
TOTAL OPERATING COSTS:		\$110,000

b2. WAGES & FRINGE BENEFITS:		
Name	Description	Total \$
		\$ -

		\$ -
		\$ -
		\$ -
TOTAL WAGES & FRINGE:		\$ -
b3. OTHER		
Membership Fees	MBA Research, American Association of Family and Consumer Sciences, JumpStart Coalition, Law and Public Safety Education Network, National Consortium on Health Science Education, Tooling-U, Career and Technical Education Consortium of States	\$120,945
Enhanced Membership Fee (CTECS)	Supports development of aligned pathway standards and assessments, test administration, psychometric review and reporting of CTE End of Program Assessment data	\$215,000
		\$ -
		\$ -
TOTAL OTHER:		\$335,945
TOTAL AMOUNT REQUESTED:		\$ 445,945
<ul style="list-style-type: none"> • <i>If approved, funding may be used only for costs identified in the budget section of this proposal.</i> • <i>Any changes to the project budget during the fiscal year must be requested and approved by OCTE.</i> • <i>Project funds will be used July 1, 2021 – June 30, 2022.</i> 		
For Office Use Only		
Date Approved by KWIB:		
Approval: David Horseman Associate Commissioner Kentucky Department of Educations Office of Career and Technical Education and Student Transition.	Signature:	
Total Amount Approved:	\$	

**Perkins Leadership
2021-2022 Project Request**

Project Info	
Submitted By:	Pamela Moore Division of Student Transition and Career Readiness Office of Career and Technical Education and Student Transition
Date Submitted:	December 15, 2020
Program Area(s):	Agriculture, Business/Marketing, Family and Consumer Sciences, Health Science, Information Technology, Media Arts, Construction, Transportation, Manufacturing, Engineering and Technology, Law and Public Safety. Also included are JROTC, Global Logistics, and emerging programs/pathways.
Project Title:	Professional Growth and Development
Project Location:	Office of Career and Technical Education and Student Transition 300 Sower Blvd. Frankfort, KY 40601
Project Dates:	July 1, 2021 – June 30, 2022
Authorized Signature:	<i>Pamela K. Moore, Division Director</i>
Description / Purpose / Need	
a. Why is this project important?	The purpose of this project is to provide professional learning opportunities for state staff and career and technical education teachers in support of development and implementation of career and technical education programming in Kentucky. This is important as we strive to prepare students for successful transition to meaningful postsecondary opportunities to support workforce demands.
b. What are the objectives of this project?	<ol style="list-style-type: none"> 1. Involve Office of Career and Technical Education state staff in professional learning opportunities to remain current in state, national, and global trends specific to program areas and workforce needs. 2. Identify, plan and deliver professional development opportunities for secondary and postsecondary CTE teachers, administrators, and counselors to support effective teaching and improve student achievement. 3. Identify and provide training to support upgrade of technical skills for secondary and post-secondary career and technical education teachers to stay current in technology, trends, and practices in respective industries. All trainings are aligned to industry and/or pathway standards to support instruction.

<p>c. Describe how this project will improve your Career and Technical Education programs and how it links secondary and post-secondary programs along career pathways. <i>(Secondary and post-secondary partnerships are strongly encouraged.)</i></p>	<p>This project will support the needs of all secondary career and technical education program areas through multiple opportunities for professional learning and technical upgrade for state staff as well as secondary and postsecondary career and technical education teachers. Ongoing professional learning and training is critical in supporting relevant and rigorous classroom instruction in career and technical education. Trainings and related professional learning opportunities will be identified based on alignment to career pathways, workforce needs, industry standards, and state/federal accountability requirements.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>No</p>
<p>d.1. Who are the partnering entities contributing to the project? (Please explain whether they are public, private, or non-profit partnerships as these partnerships are strongly encouraged.)</p>	<p>Non-profit partnerships – Program related consortia and organizations that support career and technical education for multiple states nationwide provide essential trainings and opportunities for state staff as well as teacher leaders in program areas.</p> <p>Postsecondary partnerships are organized to advance the work through collaboration and coordination of aligned efforts related to professional development during the annual summer learning program sponsored by Kentucky Association of Career and Technical Education.</p> <p>Business and industry partners plan and deliver meaningful training opportunities to ensure teachers are receiving the most current information industry related technologies, trends, and practices.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	
<p>d.3. Is this a continuation of a previously submitted project? If so, when was it submitted? Why is the continuation needed?</p>	<p>This is ongoing work provided through the Office of Career and Technical Education. A project for secondary professional growth and development was submitted for FY21. There is a continuing need for this project to support and maintain state leaders, administrators, and teacher leaders with current knowledge and skills to ensure the implementation of high-quality career and technical education. Expanded opportunities to reach more teachers statewide will result from increased virtual conferences and trainings.</p>
<p>e. Describe the benefits for the state overall.</p>	<p>Focused professional learning and training opportunities are designed to improve instruction in schools, career and technical centers, and postsecondary institutions which will ultimately impact student performance. Through intentional planning, this project will benefit all CTE program areas including agriculture, business/marketing, family and consumer sciences, health sciences, law and public safety, information technology, media arts, construction, transportation, manufacturing, and technology engineering.</p>

<p>f. Identify the specific KWIB Strategic Goal/s and objectives that link to the project, as well as Perkins Goal/s. Be specific. (Documents are attached)</p>	<p>KWIB Goals/Objectives:</p> <ul style="list-style-type: none"> • 1d – Engage employers in education efforts from early childhood through Kindergarten, Grade 12 and postsecondary. • 2b – Review and adjust the structure (locations, pathways and resources) of pre-K through postsecondary delivery to identify ways to align and integrate the Commonwealth’s educational infrastructure based on employer needs. • 2d – Improve the sharing and the use of data to inform the ongoing curriculum design for P-12 and postsecondary institutions <p>Perkins Required Uses of Funds:</p> <ul style="list-style-type: none"> • recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs
<p>g. How is business and industry involved in the project?</p>	<p>In addition to the ability to send state staff and CTE administrators and teachers to conferences and trainings through this project, business and industry partners assist in providing training opportunities for educators across the state. Partnering with industry to provide technical upgrade trainings strengthens relationships and partnerships in career and technical education.</p>
<p>h. What are the projected outcomes and how will they be measured? (Include information such as: numbers of students to be served, sharing of information from conferences, tests to be given, etc.)</p>	<p>This project is an on-going project designed to strengthen state and local career and technical education professionals in the knowledge and skills necessary to deliver high-quality career and technical education. Project funds will be maximized to support both state and local staff in planning, attending and/or participating in state and national professional growth and technical upgrade opportunities.</p> <p>Project measures will include:</p> <ul style="list-style-type: none"> • # of state and local staff attending approved state/national professional development opportunities by program area • # of educators attending technical upgrade trainings <ul style="list-style-type: none"> ○ Assess impact of trainings using participant feedback on quality and relevance of trainings. <p>The impact of effective professional development and training extends far beyond the numbers of people attending. Multi-year evaluation of student and school performance data helps guide the need for professional development as well as the effectiveness of previous trainings and/or professional development opportunities.</p>
<p>i. Please provide data and outcomes from your last completed State Leadership Project. (Information should include items such as numbers served, how PD information was distributed, positive outcomes, etc.)</p>	<p>This project provided professional development and training to upgrade the technical skills of secondary and post-secondary career and technical education (CTE) teachers and program consultants to keep up with changing technology and industry trends. This is necessary to prepare students for the modern workforce and post-secondary education opportunities. The training is designed to expand knowledge and/or skills using state-of-the-art equipment and processes. This knowledge is also necessary for teachers to be prepared to upgrade their industry certifications and prepare students to do the same.</p> <p>OCTE planned for 25 technical skills trainings for secondary and postsecondary teachers in the areas of business and marketing, media arts, information technology, construction, transportation, manufacturing and engineering technical upgrade training workshops during the 2019-20 school year. All trainings correlated to the current pathway offerings and appropriate industry certifications. The onset of COVID-19 limited the number of trainings provided. Three trainings were held in a virtual format during reaching a total</p>

of 67 educators.

Funds supporting professional development, in-person and virtual, 81 reached educators statewide in the following areas: agriculture, business and marketing, family and consumer sciences, health science, computer science (information technology), construction, transportation, manufacturing, and engineering technology.

Budget

Budget Narrative: Budget must link to the project description, purpose, needs.

Explanation: Funds from this project will support CTE professionals in attending and participating in professional growth and technical upgrade opportunities. This request is based on past needs to support such professional growth. Funds will be used to cover the cost of registration, travel and associated fees to attend programmatic related professional development and/or training opportunities in career and technical education. All opportunities will be evaluated to determine alignment to specific goals and objectives identified in the project.

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| a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation. | No |
| b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds. | |

b1. OPERATING COSTS:		
Name	Description	Total \$
Registration/Reimbursement	Registration/Travel/Reimbursement for CTE teachers and administrators, state staff and team partners to plan, conduct and/or participate in identified professional development opportunities.	\$125,000
		\$ -
TOTAL OPERATING COSTS:		\$125,000

b2. WAGES & FRINGE BENEFITS:		
Name	Description	Total \$
		\$ -
		\$ -
		\$ -
		\$ -
TOTAL WAGES & FRINGE:		\$ -

b3. OTHER		
		Total \$
		\$ -
		\$ -
		\$ -
TOTAL OTHER:		\$ -
TOTAL AMOUNT REQUESTED:		\$ 125,000
<ul style="list-style-type: none"> • <i>If approved, funding may be used only for costs identified in the budget section of this proposal.</i> • <i>Any changes to the project budget during the fiscal year must be requested and approved by OCTE.</i> • <i>Project funds will be used July 1, 2021 – June 30, 2022.</i> 		
For Office Use Only		
Date Approved by KWIB:		
Approval: David Horseman Associate Commissioner Kentucky Department of Educations Office of Career and Technical Education and Student Transition.	Signature:	
Total Amount Approved: \$		