


**Perkins Leadership
2021-2022 Project Request**

Project Info	
Submitted By:	Jeffrey C. Sun, J.D., Ph.D.
Date Submitted:	12/15/2020
Program Area(s):	Professional Development, Computer Science
Project Title:	Badging, Businesses, and Blending (BBB): Advancing Computer Science as a Priority
Project Location:	Work conducted at the University of Louisville 1905 S. 1 st Street, Louisville, KY 40292
Project Dates:	07/01/2020 to 06/30/2021
Authorized Signature:	
Description / Purpose / Need	
a. Why is this project important?	<p>There is a current lack of qualified workforce to fill ever-increasing number of technology jobs throughout the United States. In fact, one estimate puts the number of unfilled technology jobs in the U.S. at more than 500,000.¹ However this number is expected to grow, especially given the slow workforce production rate that universities are currently producing qualified graduates. Furthermore, technology skills are becoming increasingly important across multiple industries.</p> <p>Besides labor demands, parents of school-aged children recognize the growth areas too. According to one survey, an estimated 90 percent of parents want computer science taught in their children's schools, but just 25 percent of all elementary schools and secondary schools offer high-quality computer science instruction that includes programming and coding.² Thus, the development of more qualified teachers is becoming increasingly essential.</p> <p>Given these findings above, interest in improved technology education has drawn Federal legislative interest (e.g. H.R. 1485 – Computer Science for All Act). And in Kentucky, Information Technology (IT) is one of the top 5 high demand industry sectors.³ Information Technology is becoming more ubiquitous and common fare as the growth of computers were in the early 2000s and the surge of smart</p>

¹ H.R. 1485 – Computer Science for All Act (Section 2: Findings) <https://www.congress.gov/bill/116th-congress/house-bill/1485/text>

² H.R. 1485 – Computer Science for All Act (Section 2: Findings) <https://www.congress.gov/bill/116th-congress/house-bill/1485/text>

³ <https://educationcabinet.ky.gov/Cabinet-Goals-and-Objectives/Pages/Career-Pathways.aspx>

	<p>phones have been in the past 5-7 years. The University of Louisville wishes to tackle this demand through incremental efforts, specifically by offering digital transformation workshops, which align with the computer science standards.</p>
<p>b. What are the objectives of this project?</p>	<p>The overall goal of this project is to conduct a series of “digital transformation” offerings in order to increase digital literacy and transformation of KY Teachers, which will, in turn, to improve the quality of CS Education for KY Students. In total, there will be 11 workshops, and successful completion of eight designated cyber workshops along with demonstrated achievement of competencies will qualify the participant/teacher for an industry badge. The lessons will be “business” focused for application and blend multiple instructional techniques, hence the title, Badging, Businesses, and Blending (BBB). There will be two sessions per workshop to offer as many as 50 participants.</p> <p>In order to address this goal, the objectives of this project are to:</p> <ul style="list-style-type: none">• Improve Digital Literacy and Digital Transformation,• Improve access to Computer Science Education in P-12 schools,• Increase quality of Computer Science Education in P-12 schools, and• Demonstrate the accessibility of digital transformation learning, which falls within the seemingly intimidating realm of computer science.

<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 improve career and technical education by:</p> <ul style="list-style-type: none"> • Increasing access to Computer Science/IT Education • Improving quality of Computer Science/IT Education • Improving number of students interested in (number pursuing pathways to certification) Computer Science/IT Education • Improving the number of students receiving computer science/IT certifications and degrees
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>Without Perkins funds, this project will not be delivered, and we will be unable to demystify the effects of learning computer science-based lessons for CTE teachers.</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 University of Louisville’s Digital Transformation Center has relationships with Adobe, IBM, LinkedIn, and Microsoft as sources of competency badges in several areas such as artificial intelligence, block chain, cloud, cyber, networking, and even quantum computing. We will work with these providers along with a team of tech-based companies to identify emerging areas for workforce growth to create a 90 second video highlighting careers in computer science and related specialties such as artificial intelligence, block chain, cloud, cyber, networking, and quantum computing. Then, we will develop workshops applying artificial intelligence and cyber such as “Build an AI Bot” (two workshops), “Cyber and Cell Phones” (one workshop), and eight other cyber lessons leading to an industry recognized badge in cyber fundamentals.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>The University of Louisville’s Digital Transformation Center and its College of Education and Human Development will contribute faculty and staff time to creating the video and preliminary instructional materials for the workshops.</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 new, but we wish to present this series and build-off it in order to prepare more computer science teachers, enhance learning for current computer science teachers, and inspire other CTE teachers to infuse computer science applications.</p>
<p>e. Describe the benefits for the state overall.</p>	<p>As noted earlier, Information Technology (IT) is one of the top 5 high demand industry sectors in Kentucky, but there are needs to build learning capacity within computer science lessons. This series of workshops addresses a need in the Commonwealth. Further, these workshops are intended to make information technology lessons, drawing on computer science content, to be accessible, fun, and engaging. This work will increase knowledge base, demonstrate engaging means of learning, and demystify the content as too difficult or intimidating. Further, the state will benefit from connecting teachers to industry badges, so the teachers will be encouraged to seek more badges. There will be two sessions per workshop to offer as many as 50 teachers/participants.</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 proposed project advances one of the KWIB goals. Specifically this project will advance:</p> <ul style="list-style-type: none"> • KWIB 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. <ul style="list-style-type: none"> ○ Objective 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) before they graduate with emphasis on those credentials where dual secondary/postsecondary credit is awarded. (Increasing access and quality of computer science/IT education will allow more students the opportunity to pursue and complete certificate or credential programs before they graduate) ○ Objective 2c: Increase awareness of all market-relevant career pathways among students, educators, guidance counselors, and parents. (Educating teachers about CS/IT concepts and careers will allow more students access to computer science/IT education classes and careers)
<p>g. How is business and industry involved in the project?</p>	<p>Business and Industry are not directly involved in this project, however the workshop content will be designed to not only align to the KY Computer Science Standards⁴ but also relevant business and industry certifications (e.g., Microsoft Badges).⁵</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>We will measure project outcomes by examining:</p> <ul style="list-style-type: none"> • Attendance at workshop sessions • Satisfaction of attendees • Number of badges earned for the educators at the first workshop • Dissemination of the experience to others through social media as measured by the number of “likes” • Number of teachers, who attended workshops, offering a single workshop to teachers, staff, students, or community members including local businesses

⁴ https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Computer_Science.pdf

⁵ <https://education.microsoft.com/en-us/resource/7b98c72f>

<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>Our last completed project was the The Kentucky CTE Teacher <u>S</u>chool-<u>K</u>nowledge with <u>I</u>ndustry <u>L</u>earning & <u>L</u>eadership for <u>S</u>uccess Program (The Kentucky CTE Teacher SKILLS Program)</p> <p>This project selected 12 CTE Teachers to participate and of those 12, 10 completed the program.</p> <p>The deliverables of this project were:</p> <ol style="list-style-type: none"> 1. 10 Curricula and CTE Recommendations 1. 5 Questions on Work-based Learning in Kentucky <ol style="list-style-type: none"> 1. How can schools more effectively work with employers? 2. What are employer recommendations for student success? 3. How do employers model leadership and development for students? 4. What expectations do employers have for student professionalism? 5. What role do employers expect teachers to play in work-based learning experiences?
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Budget

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

Explanation:
The University of Louisville’s Digital Transformation Center and the College of Education & Human Development will work with the technology company providers (e.g., Microsoft and Adobe) along with a team of tech-based companies to identify emerging areas for workforce growth to create a 90 second video highlighting careers in computer science and related specialties such as artificial intelligence, block chain, cloud, cyber, networking, and quantum computing. The purpose is to promote the attainment of industry badges and the career opportunities that will be afforded to individuals in the state, who seek career and technical education within computer science and information technology. The information gathering, message testing, scripting and storyboarding, recording, and editing of the video is contained within this budget. While some of the team members will be covered as an in-kind contribution, there will be a designated project leader, who will be covered from the Perkins State Leadership Funds, if awarded.

In addition, the University of Louisville’s Digital Transformation Center and the College of Education & Human Development will develop workshops applying artificial intelligence and cyber such as “Build an AI Bot” (2 workshops), “Cyber and Cell Phones” (one workshop), and eight other cyber lessons leading to an industry recognized badge in cyber fundamentals. The project leader will support the learning, but the individual will also facilitate the recruitment, on-boarding/access, and other learning experiences of the participants as well as measuring their progress, activities following the workshops, and other supports such as promotion of achievements (e.g., post on social media and conduct other promotions when a CTE teacher obtains a badge or hosts a workshop for colleagues or students).

a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.	The primary funds will be Perkins State Leadership Funds; however, the University of Louisville will provide in-kind time/personnel to ensure the project manager has sufficient supports to be successful, including expert knowledge and lessons from other faculty.
b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.	See below.

b1. OPERATING COSTS:		
Name	Description	Total \$
Certificates	Materials to print and mailing to send certificates of completion as well as designate badge achievement	\$ 180.00
		\$ -
		\$ -
TOTAL OPERATING COSTS:		\$ -

b2. WAGES & FRINGE BENEFITS:		
Name	Description	Total \$
Instructional Designer	Personnel time allocation - information gathering, message testing, scripting and storyboarding, recording, and editing of the video	\$3,212.50
Instructor and Success Coach	Personnel time allocation -Design the learning modules/experience, support the learning, facilitate the recruitment, lead the on-boarding/access, and offer other learning experiences of the participants, measure participants' progress and activities following the workshops, and promote achievements (e.g., post on social media and conduct other promotions when a CTE teacher obtains a badge or hosts a workshop for colleagues or students). A total of 594 hours are expected for this portion of the project.	\$51,400.00
		\$ -
		\$ -
TOTAL WAGES & FRINGE:		\$ -


b3. OTHER		
		Total \$
		\$ -
		\$ -
TOTAL OTHER:		\$ -
TOTAL AMOUNT REQUESTED:		\$54,792.50

- 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:	Jeffrey C. Sun, J.D., Ph.D.
Date Submitted:	12/15/2020
Program Area(s):	Professional Development, Program Evaluation
Project Title:	Strengthening Evidence of Performance, Improvement, & Success in the Commonwealth's Perkins Leadership Projects
Project Location:	Work conducted at the University of Louisville 1905 S. 1 st Street, Louisville, KY 40292
Project Dates:	07/01/2020 to 06/30/2021
Authorized Signature:	
Description / Purpose / Need	
a. Why is this project important?	How do we truly know the progress and achievements of Kentucky's Perkins Leadership Projects? Kentucky Perkins Leadership Project Applications have a variability of proposed approaches to evaluation. While it is appropriate to have an evaluation approach tailored to the individual projects, the quality of the evaluation strategies (and resulting final reports) also varies, and they do not adequately present notable progress and success. This variability in evaluation can result in issues such as identification of immeasurable objectives, difficulty identifying outcomes or success of the project, and unclear findings of the programs in Final Reports. Simply put, we, as a state, are missing opportunities to highlight our meaningful, impactful work. Therefore, the goal of this project to provide assistance to awardees in designing and executing their project evaluation and promoting their lessons/outcomes.
b. What are the objectives of this project?	The objectives of this project are to: <ol style="list-style-type: none"> 1. Review and provide feedback on each awarded Perkins State Leadership Funds Project addressing how to improve program evaluation and documentation of outcomes and implications. 2. Assist each awardee in executing their program evaluation, improvement, and other documentation of outcomes and implications such as conducting the data collection (e.g., Qualtrics, interviews, focus groups,

nominal group process methods) and analysis (e.g., reviewing the qualitative data, analyzing the statistical effects of the data collected, constructing analyses tables).

3. Analyze all funded Perkins State Leadership Funds Projects as a whole to identify common strengths, weaknesses, and other observations about the proposal's articulation of how it plans to demonstrate program evaluation, improvement, and other documentation of outcomes and implications.
4. Develop a guidebook that assists future proposal submitters with determination of program evaluation, improvement, and other documentation of outcomes, implications, and results.

<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><u>Improvement to Career and Technical Education Programs:</u></p> <ul style="list-style-type: none"> • Through the program evaluation of the awarded projects, which are typically around 15-20 per year, this activity will improve the UofL career and technical education program by giving insights on innovative and effective ways to roll-out Perkins Leadership projects. • In addition, and more significantly, this project of supporting the Perkins Leadership program evaluation of the 15-20 projects during the 2020-2021 fiscal year will strengthen overall project outcomes, examination of impacts, reporting successes or areas of improvement in order to identify what steps to continue, stop, and modify for the present and future. • We are creating guides to help future projects design and conduct high quality program evaluations in order to continue to improve career and technical education.
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>The project may be executed in a very limited manner without 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>	<p>We will work with the Kentucky Department of Education (KDE) and Kentucky Workforce Innovation Boards (KWIBs) to structure the evaluation designs in order to align with goals of the organizations to allow for alignment with the goals of the organization.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>While this project support will cover the cost of a trained program evaluator to provide evaluation assistance and conduct the needed data collection and analysis (i.e., administration and analysis of survey instruments and interviews), the University of Louisville will also contribute in-kind time effort allocation of a professor, who will guide and provide continuous feedback on these projects.</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>N/A</p>
<p>e. Describe the benefits for the state overall.</p>	<p><u>Benefits to the State:</u></p> <ol style="list-style-type: none"> 1. Each awarded Perkins Leadership Projects will receive feedback on how to improve their program evaluation, documentation of outcomes and implications. This information will allow individual awardees to develop high quality evaluation plans 2. Assisting each awardee with data collection and analysis will allow for higher quality data collected about each Perkins Leadership Project, in turn providing an improved opportunities to highlight our meaningful, impactful work being done in the state. 3. By identifying of common strengths, weaknesses, and other observations of all awarded Perkins Leadership Project proposal's articulation of program evaluation plans, improvement, and other documentation of

outcomes and implications allows for identification of areas where interventions may be needed in order to improve the quality of future proposals.

4. Creating a guidebook to assist with determination of program evaluation, improvement, and other documentation of outcomes, implications, and results provides a resource for future proposal submitters (and the State) to improve the quality of future proposals and evaluations.

<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 proposed project advances one of the KWIB goals. Specifically, this project will advance:</p> <ul style="list-style-type: none"> • Goal 4: Focus resources on the most effective initiatives and improve the return on our workforce investment, utilizing data to constantly improve workforce development in Kentucky. <ul style="list-style-type: none"> ○ Objective 4a: Identify and address the organizational and structural changes that should be made to Kentucky’s Workforce Development Governance to improve collaboration and accountability (Through evaluations conducted through this project, this project will identify areas where changes should be made in order to improve accountability.) ○ Objective 4b: Develop a framework and supporting goals and metrics for Kentucky’s Workforce Development programs. (Through evaluations conducted through this project, this project will result in a more thorough approach to evaluation of projects funded with Perkins Leadership funds.) ○ Objective 4c: Identify gaps in the existing longitudinal data system and identify available sources to close that gap. (Evaluations conducted through this project will identify potential gaps in data collection and evaluation of the proposed programs.)
<p>g. How is business and industry involved in the project?</p>	<p>For these project evaluations, we are very interested in the effects of the awarded projects onto business and industry. Therefore, business and industry will be, in some cases, interviewed or participate in the evaluation process in other ways to ensure that these projects have direct contributions to business and industry as well as the goals of the KWIBs. UofL is most interested in identifying across the projects the outcomes and impacts that they have on business and industry, especially in terms of workforce development.</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 University of Louisville program evaluation team will deliver the following project outcomes.</p> <ol style="list-style-type: none"> 1. Review proposals and issue a feedback memo on each awarded Perkins State Leadership Funds addressing how to improve program evaluation and documentation of outcomes and implications. 2. Assist each awardee in executing their program evaluation, improvement, and other documentation of outcomes and implications such as conducting the data collection steps through Qualtrics, interviews, focus groups, nominal group process methods, and alike. Also, the work will include data analyses such as reviewing the qualitative data, analyzing the statistical effects of the data collected, constructing analyses tables, and alike. 3. Construct an analysis based on the meta-review of all the Perkins State Leadership Funds awarded proposals to identify common strengths, weaknesses, and other observations about the proposal's articulation of how it plans to

	<p>demonstrate program evaluation, improvement, and other documentation of outcomes and implications.</p> <p>4. Develop a guidebook that assists future proposal submitters with effective practices, techniques, etc... to determine program evaluation, improvement, and other documentation of outcomes and implications results.</p>
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<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>Our last completed project was the The Kentucky CTE Teacher <u>S</u>chool-<u>K</u>nowledge with <u>I</u>ndustry <u>L</u>earning & <u>L</u>eadership for <u>S</u>uccess Program (The Kentucky CTE Teacher SKILLS Program)</p> <p>This project selected 12 CTE Teachers to participate and of those 12, 10 completed the program.</p> <p>The deliverables of this project were:</p> <ol style="list-style-type: none"> 1. 10 Curricula and CTE Recommendations 2. 5 Questions on Work-based Learning in Kentucky <ol style="list-style-type: none"> 1. How can schools more effectively work with employers? 2. What are employer recommendations for student success? 3. How do employers model leadership and development for students? 4. What expectations do employers have for student professionalism? 5. What role do employers expect teachers to play in work-based learning experiences?
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Budget

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

Explanation:

The work consists of several stages. For part 1, the work includes reviewing each of the Perkins State Leadership projects, outlining their program evaluation, issuing a memo that recommends improvements to the program evaluation. For Part 2, the work includes meeting each project leader and assisting them in crafting sound program evaluation techniques and applications, analyzing their findings, and reporting reports – including areas of success, which will be highlighted, areas of improvement, which will be suggested, and areas with future promise and consideration, which will be summarized. All these details will be reported to the project leader, KDE, and the KWIBs.

a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.	No other funds will be directly used; however, the University of Louisville will participate with in-kind funds to ensure proper supervision and quality of the works produced.	
b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.	See below.	
b1. OPERATING COSTS:		
Name	Description	Total \$
		\$ -
		\$ -
TOTAL OPERATING COSTS:		\$ -
b2. WAGES & FRINGE BENEFITS:		
Name	Description	Total \$
Program Developer and Evaluator	<p>reviewing each of the Perkins State Leadership projects, outlining their program evaluation, issuing a memo that recommends improvements to the program evaluation (100 hours)</p> <p>meeting each project leader and assisting them in crafting sound program evaluation techniques and applications, including the design of surveys, interview protocols, and other data sources (80 hours)</p> <p>analyzing their findings, and reporting reports – including areas of success, which will be highlighted, areas of improvement, which will be suggested, and areas with future promise and consideration, which will be summarized. (180 hours)</p>	\$20,000
		\$ -
TOTAL WAGES & FRINGE:		\$ 20,000
b3. OTHER		
		Total \$
		\$ -
TOTAL OTHER:		\$ -
TOTAL AMOUNT REQUESTED:		\$ -
<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 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. Said Ghezal (Project Director) Dr. Lora Moore, LPN to ASN Program Coordinator (Co-PD)
Date Submitted:	11/23/2020
Program Area(s):	Business Studies and Nursing
Project Title:	WKU Professional Development Perkins Leadership FY22
Project Location:	Western Kentucky University 1906 College Heights Blvd Bowling Green, KY 42101
Project Dates:	July 1, 2021 –June 30, 2022
Authorized Signature:	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>Ranjit T. Koodali</p> </div> <div style="font-size: small; color: #ccc;"> <p>Digitally signed by Ranjit T. Koodali Date: 2020.11.23 10:51:08 -06'00'</p> </div> </div>
Description / Purpose / Need	
a. Why is this project important?	<p>This project is important because it provides opportunities for the Business Studies and LPN to ASN Nursing Program faculty to participate in sustainable, intense, and focused professional development that is directed toward improving CTE programs (i.e., Associate Degree in Business Studies and Associate of Science in Nursing) housed in the School of Professional Studies (SPS) and School of Nursing and Allied Health (SONAH) respectively. The project assists CTE faculty in improving instructional methods and keeping current with the advances in their field. A variety of strategies have been identified to help faculty stay current. These strategies include attendance in state and national conferences, workshops, and trainings.</p> <p>Specific names and positions of the SPS faculty involved in the project are as follows (all faculty are full time):</p> <ol style="list-style-type: none"> 1. Dr. Said Ghezal – Business Studies Program 2. Mr. Mark Staynings - Business Studies Program 3. Dr. George Kontos - Business Studies Program 4. Dr. Lora Moore – Nursing Program 5. Mrs. Kacy Harris – Nursing Program 6. Mrs. Kim Green – Nursing Program 7. Mrs. Heather Scarborough - Nursing Program

<p>b. What are the objectives of this project?</p>	<p>1. Select appropriate professional development strategies as appropriate for each content areas including the following:</p> <ul style="list-style-type: none"> • Attend and/or participate in the annual AACE/SITE conference (Business Studies Program); • Attend and/or participate in the annual Organization of Associate Degree Nursing (OADN) conference (Nursing Program); • Attend and/or participate in the annual National League for Nursing (NLN) Education Summit for nurse educators (Nursing Program); • Participate in business and industry-related conferences and/or workshops to stay current with the knowledge and skills needed in the field (both programs); • Participate in professional development activities provided throughout the commonwealth (both programs), and • Participate in recruitment activities across the state (both programs). <p>Note: If multiple faculty attend the same conference, a review a concurrent sessions/topics will be reviewed so that faculty attend different sessions in order to broaden the impact of the training. All professional development opportunities will be selected with the primary focus of linking to the skills needed by employers.</p> <p>2. Apply the knowledge and skills obtained through participation in professional development to CTE curriculum and instruction. This may include:</p> <ul style="list-style-type: none"> • Academic skills embedded into the CTE programs curriculum. • Current business and industry practices. • New technologies that improve instruction. • Classroom/clinical management and organization. <p>3. Share learning with other faculty in the Business Studies and Nursing programs.</p>
<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>WKU will evaluate the above objectives in the following ways:</p> <ol style="list-style-type: none"> 1. Attendance at professional development events; 2. Curriculum updates and modifications made to meet the most current research/evidence-based practice in the field/industry. <p>Attending conferences and/or workshops and interacting with those involved in current and cutting edge research within our disciplines will help the faculty incorporate new and relevant research, ideas, and concepts in our CTE courses and programs. Modifying the courses we teach to ensure that students receive the latest information will ultimately enhance their knowledge base and make them more employable. This is especially true for our courses that are offered as dual-credits to several high schools in the region, which expose high school students to timely and relevant information about career pathways.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>No, the Business Studies Program and the Nursing Program do not have the additional funds to allow its faculty to attend meetings where they may not be presenting research, therefore these funds are vital. However, the School of Professional Studies may contribute modest additional funds to supplement the grant and allow Business Studies faculty to participate in</p>

	<p>the full duration of the event (when funds are limited, we usually participate in only a couple of days instead of the full event).</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 Business Studies Program partners mainly with local high schools by offering dual credit courses. We also maintain a positive relationship with businesses in the area that provide our students with internship opportunities and ultimately employ some of them. We have also contracted with TTX (railcar pooling throughout the U.S, Mexico, and Canada) to provide their employees with an associate degree in business management. We are currently serving the 4th cohort of TTX.</p> <p>The Nursing Program partners with regional healthcare facilities in order to provide clinical experiences for students. In addition, last semester students completed internships (practicum experiences) within healthcare facilities throughout the commonwealth and beyond.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>Local business's contributions are in-kind or discount services when needed, but rarely related to faculty professional development. No third party cost share is (in-kind or cash) included in the proposed project.</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>N/A (This is not a continuation of a previously submitted project). WKU has received Perkins Leadership funds in the past, and future funds are requested in order to ensure faculty stay current in their respective fields.</p>
<p>e. Describe the benefits for the state overall.</p>	<p>An overall benefit for the state is that our graduates are ready to work in their fields of study and help the state's economy. In other words, our programs provide Kentucky workforce with work-ready graduates.</p> <p>By educating citizens of the commonwealth in relevant and practical topics and issues and teaching them to become better problem solvers, SPS enhances a firm's ability to hire and retain its employees. Given the entrepreneurial nature of the program some of our graduates have also started their own businesses and some have even gone on to complete terminal degrees.</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>WKU's CTE faculty can align with KWIB's Strategic Goal #1 (Employers) which is about actively engaging employers to drive Kentucky's workforce development system. Faculty can also align with KWIB's Strategic Goal #2 (Education) which is about providing lifelong opportunities for Kentuckians that prepare them for the rapidly shifting realities of work in the future.</p> <p>Continually reviewing and adjusting curriculum to identify ways to align and integrate the Commonwealth's educational infrastructure based on employer needs meets objective 2b.</p> <p>The major Perkins goal we meet is to provide professional development for CTE faculty.</p>

<p>g. How is business and industry involved in the project?</p>	<p>N/A. The project involves professional development and industry partners are not involved in the direct costs of the project. Specific professional development topics/opportunities may be selected to match industry needs.</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 ultimate evaluation of a program's effectiveness at WKU is measured by its enrollment figures, graduation rate and whether the program effectively serves the identified student population.</p> <p>Another way to evaluate a program is to follow the graduates and find out how many are using the skills learned at the university. More specifically WKU will evaluate the above objectives in the following way:</p> <ul style="list-style-type: none"> • Attendance at professional development events • Curriculum updates and modifications made to meet the most current research in the field/industry and KWIB goals <p>Additional projected outcomes will be an increase in student credit hour production, graduates of the programs (graduation rate) within the School of Professional Studies, and increased employment opportunities for graduates/students in our programs.</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 following data is for the completed WKU 2019-2020 award under the leadership of PI Doris Sikora. It had completely different faculty/outcomes as the proposed project.</p> <p>The major project objective was for teacher professional development and it was only partially met due to the COVID-19 issues. Only one teacher educator traveled to perspective professional organizational conferences. Local classroom and industry visits were done the first part of the year but had to be stopped due to COVID-19 restrictions. The objective was partially met. Short term impact from the professional development funds is that it allows faculty to travel, present, and network with other professional and to keep up to date with changes in the field. Long term impact is the changes made to programs that will allow for better curriculum and better qualified students (future teachers).</p> <p>Unused funds due to COVID-19 were able to be transferred to the Nursing program via a project extension request, and the project is ongoing (PI: Lora Moore).</p>

Budget

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

Explanation: CTE Faculty of the Business Studies and Nursing programs will select appropriate professional activities as appropriate for each content areas including the following:

- Attend and/or participate in the annual AACE/SITE conference
- Attend and participate in the ACTE Career Vision Conference and/or a content specific national meeting
- Attend and/or participate in ACTE Regional Leadership Conference if appropriate
- Attend and/or participate in the annual Organization of Associate Degree Nursing (OADN) conference;
- Attend and/or participate in the annual National League for Nursing (NLN) Education Summit for nurse educators;
- Attend and/or participate in the Kentucky League for Nursing annual conference;
- Participate in business and industry exchange programs to stay current with the knowledge and skills needed in the industry
- Attend and participate in content professional development activities provided through the commonwealth
- Attend and participate in recruitment activities across the state

By increasing professional development opportunities for the faculty within the Business Studies and Nursing programs, the Perkins Leadership Grant will provide us with opportunities to continue the important role of professional development at a time of budget challenges within the commonwealth. This development is critical for the success of the students within our programs and employers in our region, state, and nation that faculty are able to continue their education.

a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.	There may be additional funding outside of Perkins used for individual faculty, but there is no way to know this ahead of time.
b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.	See below.

b1. OPERATING COSTS:		
Name	Description	Total \$
In-and-out of state professional development travel	\$1,500 per faculty x 7 faculty	<i>\$10,500</i>
		\$ -
		\$ -
TOTAL OPERATING COSTS:		\$10,500
b2. WAGES & FRINGE BENEFITS:		
Name	Description	Total \$
		\$ -

		\$ -
		\$ -
		\$ -
TOTAL WAGES & FRINGE:		\$ -

b3. OTHER

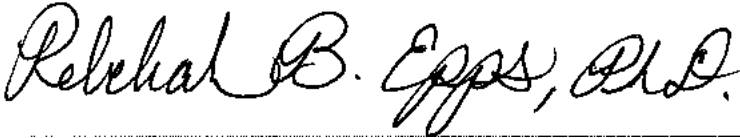
		Total \$
		\$ -
		\$ -
		\$ -
TOTAL OTHER:		\$ -
TOTAL AMOUNT REQUESTED:		\$10,500

- *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:	Dr. Rebekah B. Epps, PhD Dr. Stacy K. Vincent, PhD
Date Submitted:	December 15, 2020
Program Area(s):	Career and Technical Education—Agricultural Education Program at the University of Kentucky
Project Title:	Professional Development Leadership Project
Project Location:	Project will be based out of the University of Kentucky, but will serve career and technical educators throughout the commonwealth
Project Dates:	July 1, 2021-June 30, 2022
Authorized Signature:	
Description / Purpose / Need	
a. Why is this project important?	Career and Technical Education is in a constant state of change in instructional strategies, technological integration, and content knowledge. Without this support, Kentucky's Career and Technical teacher educators could not keep up with the challenging demands of their profession and support/teach those will be affected most by these changes. Of particular interest will be the professional development in College and Career Readiness. The primary tool for the professional development is professional travel to state, regional, and national conferences to present and learn through conference proceedings, workshops, and presentations.
b. What are the objectives of this project?	Upon completion of these conferences, the agricultural education program at the University of Kentucky will be able to: <ol style="list-style-type: none"> 1. Share up to date knowledge, strategies, and content changes in agriculture to current and pre-service teachers. 2. Examine research shared at conferences among post-secondary peers and work to collaborate on research affecting the Commonwealth and specifically CTE in the Commonwealth 3. Recognize needs of CTE Teachers across the nation and how their needs relate to those in KY while working to solve problems of career and academic readiness.

<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>At the secondary level throughout KY, agricultural education programs will be affected by most current instructional and assessment strategies practiced by pre-service and graduate teachers. The professional knowledge for CTE teacher educators will be gained as the national schedule of CTE conferences is rolled out in the fall and Spring of 2021-2022. Of course, many of these conferences will be virtual due to Covid-19. This is one of the unknown factors everyone is dealing with in regard to teaching strategies and technology. Because of this, ways to develop professional development for KY CTE teachers could include virtual classes, virtual workshops, workshops at UK, the KY ACTE Summer Conference, Region 2 Vision Conference and the National Vision Conference. All or some which can be held live or virtually.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>Given limited funding in the UK budget from the Commonwealth of Kentucky, travel and professional development of CTE faculty will be unlikely without this project. The UK Agricultural Education Program teacher educators consider ourselves very lucky simple to have kept the two CTE faculty positions when many have been limited or eliminated because of Covid-19 and budget restraints.</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 University of Kentucky Department of Community and Leadership Development will support the project as monetary resources are available as indicated in the departmental budget. With a \$259,000 cut in 2020, there will be more limited funds for travel, registration, and attending in person events.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>The Community and Leadership Department has provided the faculty, facilities, and technology needed for the project needed in the past. They have also provided support for the field experiences the pre-service and graduate teachers will need.</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 not a continuation.</p>
<p>e. Describe the benefits for the state overall.</p>	<p>Career and Technical Education is a major pipeline to having a well-educated, career-ready workforce for the 21st century. Students in secondary and post-secondary CTE programs deserve to have the best possible instructors who have been trained in the most up to date, technologically advanced, and research-based strategies. By having the CTE Ag Education Program Instructors attend these conferences to learn and then disseminate the information to the current and pre-service teachers, our state will be in the forefront of having the best possible trained CTE educators to teach the career ready students. This will in turn prove to be an economic provider for our state. Having a well-trained work force in both content knowledge and soft skills such as time management, leadership development, record keeping, and basic skills will keep more jobs and industry in KY while being a great way to recruit new industries to the commonwealth.</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 specifically meets three objectives set forth by the Kentucky Workforce Innovation Board's Strategic Plan. They are as follows:</p> <ol style="list-style-type: none"> 1) Professional development programs for CTE teachers, faculty, administrators, and career guidance and academic counselors; (including initial preparation for CTE teachers) 2) Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities such as employers and labor organizations 3) Developing, improving, or expanding the use of technology in career and technical education
<p>g. How is business and industry involved in the project?</p>	<p>Business and industry are not directly involved in this project but as a secondary collaboration. The partners at the various conferences have identified various business and industry partners to come and present professional development as vendors of their most technical and up-to-date products. As participants in the conferences, we work with those who have been previously identified to come in and best work with our post-secondary students during professional development or expand workshops, presentations, and training sessions.</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 success of the project will be evaluated through field experience assessment of the performance of the CTE Pre-service and graduate teachers in public schools relative to the new knowledge gained through this project. That assessment will be conducted by both UK CTE teacher educators and cooperating teachers in the field. The performances cell also be reviewed by UK CTE program faculty to determine through continuous assessment what changes to the program might add to program effectiveness.</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 20-21 data has not been collected. Our first dissemination program will occur during Winter PD (December 29, 2020) and again at the summer teacher's conference. Data on knowledge gained, attained, and used will be collected at those times.</p>

Budget

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

Explanation: The budget explains how the money will be utilized in providing leadership and content knowledge to CTE Ag Ed Program teacher educators at the University of Kentucky. It also explains how they will in turn disseminate the information to KY CTE Secondary educators.

a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.	As monetary sources are available in the University of Kentucky Department of Community and Leadership Development budget to be used to supplement Perkins funding.
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b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.	Please see below
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b1. OPERATING COSTS:

Name	Description	Total \$
Rebekah B. Epps	Registration, lodging, and travel to the KACTE Summer Conference in Louisville, KY in July 2021.	1,500
	Registration, lodging, and travel to the Southern Region American Association of Agricultural Educators Conference in North Carolina	
Dr. Stacy K. Vincent	Registration, lodging, and travel to the KACTE Summer Conference in Louisville, KY in July 2021.	1,500
	Registration, lodging, and travel to the American Association of Agricultural Educators Conference in Oklahoma City, OK.	
	Registration, lodging, and travel to the National Association of Agricultural Educators Conference in New Orleans, LA	
		\$ -
TOTAL OPERATING COSTS:		\$3,000 -

b2. WAGES & FRINGE BENEFITS:

Name	Description	Total \$
		\$N/A -
		\$ -
		\$ -
		\$ -
TOTAL WAGES & FRINGE:		N/A-

b3. OTHER

		Total \$
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		\$ -
		\$ -
		\$ -
TOTAL OTHER:		\$ -
TOTAL AMOUNT REQUESTED:		\$3,000

- *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: \$	