



**KWIB**  
**Perkins Leadership Funds**  
**Workgroup Meeting**

**AGENDA**

December 02, 2025

10:00 am – 11:00 am EST

**Via Zoom**

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**Attendees:** Lori Looney, Crystal Whitaker, Kim Menke, JC Gregory, Johnny Collett, Karen McFadyen

**Staff:** Debbie Dennison, LaChrista Ellis

**Welcome, Introduction, and Overview**

*Lori Looney, Education Administration Program Manager, Division of Technical Schools and Continuous Improvement, Office of Career and Technical Education (OCTE)*, opened the meeting by introducing herself and outlining the key topics to be covered, including the review of applications, alignment with the KWIB Strategic Plan, and considerations for special populations. She emphasized the importance of proper application use, timely reporting, and ensuring projects demonstrate innovation and effective use of funding. Ms. Looney also provided context on recent updates, such as federal guidance on conference travel and the need for careful budget review, setting the stage for discussion and review of best practices.

**Perkins Leadership Timeline Overview**

Ms. Looney provided an overview of the Perkins Leadership Funds application and review timeline, outlining key dates and milestones for the funding cycle. She noted that invoicing for the 2025 funds had already occurred and that the application had been released to potential applicants with an application deadline on December 15. Interviews are scheduled for January 26, 2026, with 30 minutes allowed for each applicant. Approved applications will be moved to the KWIB and then on to Dr. Hargis for signature in early March. Ms. Looney emphasized that all dates related to allocations and financials were tentative at this time. She explained that contracts are prepared in draft form, awaiting official allocation from the federal government.

*Debbie Dennison, Deputy Executive Director, KWIB*, added that the timeline aligned with the February KWIB meeting and how January interviews would fit into the overall schedule.

**Perkins Leadership Application Overview**

Ms. Looney provided an overview of the information shared with applicants, particularly highlighting Section M, which requires applicants to detail how their projects will serve nine special populations. She discussed the need for alignment with the KWIB Strategic Plan and its specific goals and priorities, stressing that applications should demonstrate innovation. She reinforced the expectation for thoroughness and clarity in all application components. The discussion included guidance on conference travel, advocating for reasonable and justifiable expenses, and ensuring applicants understand public accountability in the use of federal funds. Overall, the

overview focused on promoting best practices, clear alignment with strategic objectives, and careful stewardship of funding throughout the application process.

#### **Discussion and guidance recommendations:**

During the discussion, a request to provide a final report providing results of the funding to the KWIB was requested. It was noted that this was a new request. Discussion included:

- Informing applicants at the start of the funding cycle that a final report format is requested and should include, as is possible, a “showcase” piece for best practices.
- Capture multimodal evidence: Encourage use of photos, videos, or other media to document workshops or events, highlighting impacted populations and results.
- The showcase piece should summarize information already provided in the consolidated annual report, avoiding duplication of effort.
- The showcase should communicate best practices concisely and understandably for sharing with the board and broader audiences.
- Encourage applicants to plan during the funding cycle to collect the necessary documentation (pictures, videos, narratives) to support the final report.
- Keep it simple: Draft instructions for the showcase should be straightforward, avoiding overly complicated steps, to make it manageable and well-received.

#### **Important Dates**

The Perkins Leadership application cycle includes several key upcoming dates:

- January 26 – Scheduled date for interviews with applicants, conducted in 30-minute sessions throughout the day.
- End January – early February – walk through recommendations with the Education Attainment committee membership.
- February 19 – provide recommendations to the full KWIB.
- Early March (tentative) – Target date for approved applications to be sent to Dr. Hargis for signature.

Additionally, there was a note that Perkins funding notifications can be delayed, so these dates—especially those related to approvals and invoicing—are tentative and subject to change.

#### **Adjournment 10:53**

Ms. Looney thanked all participants for their time and acknowledged the challenging weather conditions.



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<https://us06web.zoom.us/j/84030127129?pwd=qr5B6KxQt2JgMxmlsKqquicSrvXJ8R.1>

Meeting ID: 840 3012 7129 Passcode: 910497

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**10:00 am** Welcome Introduction and Overview..... *Lori Looney CTE*  
*Office of Career and Technical Education*

*Crystal Whitaker*  
*Office of Career and Technical Education*

**10:05 am** Perkins Leadership Timeline Overview  
Perkins State Leadership FAQ  
Perkins Leadership Application Overview..... *Lori Looney*

**10:30 am** KWIB Goals Review  
Helpful Tips  
Important Dates..... *Lori Looney*

**11:00 am** Adjournment

**Perkins Leadership  
2026-2027 Project Request**

<b>Project Info</b>	
Submitted By:	
Date Submitted:	
Program Area(s):	
Project Title:	
Project Location:	
Project Dates:	
Authorized Signature:	
<b>Description / Purpose / Need</b>	
A. Why is this project important?	
B. What are the objectives of this project?	

<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>D. Can the project be accomplished without Perkins funds?</p>	
<p>E. 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>F. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	
<p>G. Is this a continuation of a previously submitted project? If so, when was it submitted? Why is the continuation needed?</p>	
<p>H. Describe the benefits for the state overall.</p>	

<p>I. 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>J. How are business and industry involved in the project?</p>	
<p>K. 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>L. Provide outcomes from the 2024-25 projects completed with Perkins State Leadership Funds.</p>	

M. Will your project include services to one or more of the special population groups outlined in the Perkins Act? If so which special population(s) and how will services be measured?

The special population areas are:

- Students with Disabilities
- Economically Disadvantaged
- Individual Preparing for Nontraditional Fields
- Single Parents
- English Learners
- Homeless Individuals
- Youth in Foster Care
- Youth with Parents in the Military

## Budget

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

Explanation:

a. Are other funds also to be used outside of Perkins dollars? If so, please specifically explain.	
b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.	

**b1. OPERATING COSTS:**

Name	Description	Total \$
		\$ -
		\$ -
		<b>TOTAL OPERATING COSTS:</b> \$ -

**b2. WAGES & FRINGE BENEFITS:**

Name	Description	Total \$
		\$ -
		\$ -
		<b>TOTAL WAGES &amp; FRINGE:</b> \$ -

**b3. OTHER**

		\$ -
		\$ -
		<b>TOTAL OTHER:</b> \$ -
		<b>TOTAL AMOUNT REQUESTED:</b> \$ -

- *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, 2026 – June 30, 2027.*

**For Office Use Only**

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

<b>Project Information</b>	
<b>Project Contact Name</b>	
<b>Email/Phone:</b>	
<b>Institution/Project Title:</b>	
<b>Project Objectives:</b>	
<b>Project Partnerships:</b>	
<b>KWIB Strategic Plan</b> <b>Goals/Priorities Alignment:</b> (Must correspond with Section I. approved project application.)	
<b>Perkins Goals Alignment:</b> (Must correspond with Section I. approved project application.)	
<b>Project Outcomes</b>	
<b>Project Benefits to State:</b> (Must correspond with Section H. of the approved project application.)	
<b>Business and Industry Involvement:</b> (Must correspond with Section J. of the approved project application.)	
<b>Project Outcomes:</b> (Must correspond with Section K. of the approved project application.)	
<b>Impact on Perkins Special Populations:</b> (Must correspond with Section M. of the approved project application.)	
<b>Project Artifacts</b> (Artifacts are lasting, durable, public, and materially present. Examples may include images, models, infographics, charts, videos, or any other substantive physical or electronic representations of the project. At least 1 artifact is required, but additional space is provided if needed. Actual artifact, or link to artifact, should be provided below. <i>Final report is limited to no more than 2 pages.</i> )	
<b>Brief Description of Artifact 1:</b> <b>Artifact 1:</b> (Required)	
<b>Brief Description of Artifact 2:</b> <b>Artifact 2:</b> (Optional)	



## Overview - History/Background of the Perkins Act

The Carl D. Perkins Vocational and Technical Education Act was first authorized by the [federal government](#) in 1984 and reauthorized in 2018. Named for [Carl D. Perkins](#) (U.S. Representative from Kentucky), the act aims to increase the quality of technical education within the United States in order to help the economy. The Perkins Act provides almost \$1.3 billion in federal support for career and technical education programs in all 50 States, including support for integrated career pathway programs.

A bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly \$1.3 billion annually for career and technical education (CTE) programs for our nation's youth and adults. The new law, *the Strengthening Career and Technical Education for the 21st Century Act*, includes new requirements for "programs of study" that link academic and technical content across secondary and postsecondary education and strengthens local accountability provisions that will ensure continuous program improvement.

The Kentucky Board of Education (KBE) serves as the State Board for Career and Technical Education, in Kentucky. The Kentucky Department of Education (KDE) administers the Carl D. Perkins funds. The Associate Commissioner of the KDE Office of Career and Technical Education (OCTE) serves as the Perkins State Director and provides oversight and coordination of all Perkins activities. The OCTE implements and monitors the secondary and postsecondary Perkins grants, provides technical assistance to secondary career and technical education programs, the Kentucky Community and Technical College System (KCTCS), and the universities within the state.

The KBE has delegated to the Kentucky Workforce Innovation Board (KWIB) the state leadership activities referred to in 20 U.S.C. sec. 2344 to be conducted in accordance with the Strengthening Career and Technical Education for the 21st Century Act required and permissible uses of funds specified in the and subsequent amendments thereto. The maximum amount of funds allowed by 20 U.S.C. sec. 2322 (a) (2) are reserved and made available for state leadership activities.

## Goals of this committee / Perkins Sub-committee Review of Applications

The role of this committee is to *approve or deny the fund amount requested* by the institution.

- **Read** the applications you are provided for your time slot.
- **Review** the requirements provided herein.
- **Compile a list of questions** and send to [Debbie.dennison@ky.gov](mailto:Debbie.dennison@ky.gov) who will forward to the participants for review, in preparation for their presentation
- On the day of the presentations, be prepared **to ask the questions** you've submitted.

## **List of Acronyms for Perkins V**

**AAS** – Associate in Applied Science

**ADA** – Americans with Disabilities Act

**AP** – Advanced Placement

**AS** – Associate in Science

**ACTE** – Association of Career and Technical Education

**ATC** -- Area Technology Center

**CAR** -- Consolidated Annual Report

**CLNA** – Comprehensive Local Needs Assessment

**CFR** -- Code of Federal Regulations

**CTE** – Career and Technical Education

**CTSO** – Career and Technical Student Organization

**DJJ** – Department of Juvenile Justice

**DOC** – Department of Corrections

**ED** -- United States Department of Education

**EDGAR** -- Education Department General Administrative Regulations

**ELL** – English Language Learner

**FSR** -- Financial Status Report

**GEPA** -- General Education Provisions Act

**HBCU** – Historically Black College or University

**IB** – International Baccalaureate

**KACTE** – Kentucky Association for Career and Technical Education

**KCTCS** – Kentucky Community and Technical College System

**KDE** – Kentucky Department of Education

**KSB** – Kentucky School for the Blind

**KSD** – Kentucky School for the Deaf

**KWIB** – Kentucky Workforce Innovation Board

**Local WIB** – Local Workforce Investment Board

**PD** – Professional Development

**OIG** -- United States Department of Education Office of the Inspector

**OMB** -- Office of Management and Budget

**OCTE** – Office of Career and Technical Education

**Perkins V** – The Strengthening Career and Technical Education for the 21st Century Act/

**POS** – Program of Study

**SOC** – Standard Occupational Classification

## **Requirements for State Leadership Funds**

The State must provide funds for:

- (A) 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; (amounts between \$60,000 and \$150,000)
- (B) **Individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;** (no more than 2% of total award)
- (C) **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; and
- (D) **Technical assistance** for eligible recipients;

## **Permissible Uses of Funds**

The State may provide funds for:

- (1) Developing **statewide programs** of study
- (2) Approving locally **developed programs of study** that meet the requirements
- (3) Establishing **statewide articulation agreements** aligned to approved programs of study;
- (4) Establishing **statewide industry or sector partnerships** among local educational agencies to—
  - (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—
    - (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
  - (C) Facilitate work-based learning opportunities into programs of study;
- (5) For teachers, faculty, and specialized instructional support personnel providing career and technical education instruction, support services, and specialized instructional support services, **high-quality comprehensive professional development** including programming that—
  - (A) Promotes the **integration of the challenging State**, including programming jointly delivered to academic and career and technical education teachers;
  - (B) **prepares career and technical education teachers, faculty**, specialized instructional support personnel,
  - (C) Increases the ability of teachers, faculty, specialized instructional and support personnel, providing career and technical education **instruction to stay current with industry standards and earn an industry-recognized credential or license**;
- (6) Supporting eligible recipients in **eliminating inequities** in student access to—
  - (A) **high-quality programs** of study that provide **skill development**;
  - (B) Effective teachers, faculty, specialized instructional support personnel, and paraprofessionals;
- (7) Awarding incentive grants to eligible recipients—
  - (A) For **exemplary performance in carrying out programs under this Act**, which awards shall be based on:

- (i) Eligible recipients exceeding the local level of performance on core indicators of performance
- (ii) Eligible recipients effectively developing connections between secondary education and postsecondary education and training;
- (iii) The integration of academic and technical standards;
- (iv) Eligible recipients' progress in closing achievement gaps among subpopulations who participate in programs of study;
- (v) Other factors relating to the performance of eligible recipients under this Act as the eligible agency determines are appropriate; or

(B) if an eligible recipient elects to use funds as permitted under section 135(c);

(8) Providing support for—

- (A) The adoption and integration of recognized **postsecondary credentials and work-based learning** into programs of study;
- (B) **Consultation and coordination with other State agencies for the identification and examination of licenses or certifications** that—
  - (i) Pose an unwarranted barrier to entry into the workforce for career and technical education students; and
  - (ii) Do not protect the health, safety, or welfare of consumers;

(9) The **creation, implementation, and support for success initiatives** leading to a recognized postsecondary credential;

(10) **Support for career and technical education programs for adults and out-of-school youth** concurrent with their completion of their secondary school education in a school or other educational setting;

(11) **The creation, evaluation, and support** of competency-based curricula;

(12) **Support for the development, implementation, and expansion of programs of study or career pathways**

(13) **Partnering with qualified intermediaries to improve training, the development of public-private partnerships**, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(14) **Improvement of career guidance and academic counseling programs** that assist students in making informed academic and career and technical education decisions

(15) **support for the integration of employability skills into career and technical education programs** and programs of study;

(16) support for **programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields, support for the**

**integration of arts and design skills, and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields,**

**(17) Support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;**

**(18) Support for establishing and expanding work-based learning opportunities that are aligned to career and technical education programs and programs of study;**

**(19) Integrating and aligning programs of study and career pathways;**

**(20) supporting the use of career and technical education programs and programs of study aligned with State, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations;**

**(21) Making all forms of instructional content widely available, which may include use of open educational resources;**

**(22) developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;**

**(23) Support for accelerated learning programs, in the case of any such program that is part of a career and technical education program of study;**

**(24) Support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability contents through career and technical education programs and programs of study**

**(25) Other State leadership activities that improve career and technical education.**

Restriction on Uses of Funds-- An eligible agency that receives funds under section 112(a)(2) may not use any of such funds for administrative costs, unless expressly authorized under subsection (a).