



Kentucky Workforce Innovation Board (KWIB)

Education Attainment Committee Meeting

AGENDA
February 4th, 2025
1:00 pm – 2:30 pm EST

Join Zoom Meeting

<https://us06web.zoom.us/j/82837663178?pwd=L3caSyMasTNLMsHBDXYJsvm4bpH1Ov.1>

Meeting ID: 828 3766 3178 Passcode: 012455

1:00 pm	Welcome	<i>Johnny Collett, Committee Chair University of Kentucky Human Development Institute (HDI)</i>
1:10 pm	CTE & Perkins Recommendations (Voting Required)	<i>Debbie Dennison, Deputy Executive Director Kentucky Workforce Innovation Board (KWIB)</i>
1:20 pm	Review of Past Committee Objectives	<i>Alisher Burikhanov</i>
1:30 pm	Review of KWIB Strategic Advance Committee Priorities	<i>Johnny Collett & Alisher Burikhanov</i>
1:45 pm	Discussion: Committee Feedback	<i>Johnny Collett</i>
2:15 pm	Update on Kentucky's Top 5 In-Demand Sectors	<i>Alisher Burikhanov</i>
2:30 pm	Adjournment	<i>Johnny Collett</i>



Education Attainment Briefing Packet

February 4, 2025, 1:00-2:30 pm EST

Table of Contents

	Page
Career and Technical Education (CTE) Certification	3
2025 Perkins Leadership Fund Recommendations.....	4
Plan Scorecard Overview: Education Attainment.....	6
KWIB Strategic Advance – Education Attainment Priorities Summary.....	9
Kentucky’s Top Five In-Demand Sectors.....	12



Career and Technical Education (CTE) Certification

Recommended Action

The CTE Certification review workgroup recommends the below action for applications for certification.

Industry Certification Name	Industry Certification Program Area	Recommended Industry Certification List?
Hospitality and Tourism Specialist	Hospitality	Recommends as a standalone assessment within the Hospitality, Travel, Tourism, and Recreation Pathway.
KREC – Kentucky Real Estate Sales Associates Pre-License Certificate of Completion	Business	Does NOT recommend due to the lack of a defined pathway for students and low demand.

More Information:

➤ Hospitality and Tourism Specialist Exam

- **Description:** The HTS is recognized by the top hospitality brands in the industry. The test is available as an online or print exam to accommodate examinees and schools. Cost of exam is \$87.00 – school discounts may be available.
- **Website:** [Hospitality and Tourism Specialist Exam](#)
- **Recognized by:** Kentucky Department of Education Office of Career & Technical Education
- **Workforce Areas:** Bluegrass, Green River, KentuckianaWorks, West Kentucky

➤ Kentucky Real Estate Sales Associates Pre-License Certificate of Completion

- **Description:** 96-hour course covering real estate principles and Kentucky real estate law.
- **Website:** [Kentucky Real Estate Commission](#)
- **Recognized by:** Kentucky Real Estate Commission/Keller Williams Louisville
- **Workforce Areas:** KentuckianaWorks

2025 Perkins Leadership Fund

Perkins Leadership Fund Recommendation







The Perkins Review workgroup made up of KWIB members and stakeholders met, interviewed applicants, and recommends approving the following requests. All requests have been deemed allowable expenses under the law.

School	Program Overview	Funding Amount Requested
Office of Career & Technical Education (OCTE)	Train the Trainer - OSHA 10 safety training credentialing	\$35,700.00
Kentucky Adult Education (KYAE)	Adult Education Services; Equipping Kentucky’s Special Adult Populations for Success in Postsecondary Education and the Workforce	\$62,995.00
Murray State University (MSU)	Training Educators: Artificial Intelligence (AI) and Other New Technology Strategies Training for CTE Expansion	\$ 36,500.00
University of Kentucky (UK)	Voices of the Bluegrass: Breaking Educational Barriers for Kentucky Youth	\$72,723.00
Kentucky Community & Technical College System (KCTCS)	KCTCS – Multi-Projects Including: Re-enrollment Advisor for stop-out students with stranded credits; curriculum review and industry alignment; CTE Professional Development, Operations and Support; Credit for Prior Learning Alignment to CTE; AI Faculty Development; Applied Practice for Teaching	\$487,068.26
University of Louisville (U of L)	T.E.A.C.H. AI – Training, best practices and platform for networking	\$87,140.00
Western Kentucky University (WKU)	WKU Perkins Leadership Grant - Online LPN to ASN	\$10,500.00
OCTE – Professional Development	Continuous professional learning and technical upgrades for state staff and CTE educators for skills and alignment	\$190,000.00
OCTE – Technical Assistance	Continuous support to districts, schools, and CTE teachers to ensure the effective implementation of secondary career and technical education programs	\$35,000.00

OCTE – Career Programs & Pathways	Instructional resources for educators, fosters business and industry partnerships, and supports the alignment of secondary and postsecondary pathways.	\$449,795.00
*Non-Traditional Camps	Ongoing Initiative to Recruit and Prepare Students for Non-Traditional CTE Fields (defined as fields for which individuals from one gender comprise less than 25 percent)	\$60,000.00
*Corrections	Leadership, Professional Development, CTE Resource Expansion	\$72,000.00
*Department of Juvenile Justice (DJJ)	Faculty Professional Development	\$17,425.00
*Kentucky School for the Blind (KSB)	Career and Technical Education E-Commerce Pathway Expansion	\$9,975.00
*Kentucky School for the Deaf (KSD)	Agricultural Education, Manufacturing Technology, and Engineering Technology Program Expansion	\$36,941.33
*New Teacher Institute (NTI)	New Teacher Institute for all CTE Program Occupation-based Teacher Certifications	\$471,950.00
	Total:	\$2,135,712.59

*Entities that are specific mandatory leadership activities for which leadership funds under Perkins V must be used.

Goal #2: Align and integrate P-12, postsecondary, and adult education to provide lifelong opportunities for Kentuckians that prepare them for the rapidly shifting realities of work in the future.

-  Technical education courses are aligned to postsecondary credits and programs offered by local institutions of higher education, increasing the availability of dual credit and “stackable” credentials
-  At least 40% of Kentuckians possess training sufficient to fill a “middle skill” job, with 70% having acquired some postsecondary training or credential beyond a high school diploma
-  Captures the proportion of high school graduates demonstrating work-readiness, and provides context to the acquisition of essential skills by Kentuckians
-  An adequate supply of middle and advanced skill workers to meet the hiring projections of Kentucky’s employers
-  High school graduation requirements reformed to give more credit to technical training and promote work-based learning as part of the curriculum
-  Implementation of program-specific goals and metrics for K-12 technical education programs aligned with industry needs

Goal #2: Align and integrate P-12, adult education, and post-secondary education to provide lifelong opportunities for Kentuckians that prepare them for the rapidly shifting realities of work in the future.

Education for Kentuckians is essential to lifelong wages and opportunities, but challenges exist in aligning education with rapidly evolving industry needs. Overcoming these issues will require even more intentional integration, improved access, and fostering a culture of lifelong learning.

Common National Challenges

The following are common challenges as states and regions work to align education to meet workforce and employer needs.

Existing Scorecard Highlights*

- Sharing of data between programs
- Performance-based incentives leveraged
- Wage gains over time
- Aggregate statewide employment, median hourly wages and or/salary
- Number of employer tax deductions
- Established workforce development governance
- Offer the ROI for Workforce Development
- Throughput of workforce development program
- Availability of assisted and self-navigation workforce services

* For full descriptions see Scorecard Overview

- **Industry/education alignment.** Industries today are evolving rapidly due to advancements in technology, changes in market demands, and shifts in workforce needs, and educational systems often struggle to keep pace with these changes. One reason for this is the time it takes for curricula and training programs to be updated, accredited, and implemented within the educational infrastructure, made more difficult by the effort required to maintain strong partnerships between educators and employers. Differing priorities, incentives, and even language barriers can exacerbate these challenges.
- **Equity and access.** Access to high-quality career exploration, dual-credit programs, and credentialing opportunities is often uneven, particularly for students in rural or low-income areas. This creates disparities in who benefits from career-focused education. Adults often face barriers to lifelong learning opportunities, such as limited access to technology and the internet, competing life priorities such as work and families, and limited access to flexible programs and schedules.

- **Awareness and cultural perceptions.** Many schools, particularly in under-resourced districts, face a shortage of counselors and resources that can help students explore career pathways, credentials, and post-secondary opportunities. This limits students' exposure to the full range of career options, including technical training and dual-credit programs. Parents, educators, and students often lack sufficient information about market-relevant options, leading to an under-utilization of available programs or pushing students toward degrees that may not be required.
- **Coordination across systems.** P-12, college, workforce development, and industry systems often operate in silos, making it difficult to create cohesive, integrated strategies that meet both educational and labor market needs.

Thought Leadership & Promising Approaches

Developing systems that give students opportunities from an early age to explore potential careers and support lifelong learning for workers is essential to building a workforce that can meet today's and tomorrow's skill demands. Creating strong employer-education partnerships, using data to drive decisions, and teaching essential work readiness skills are all pieces of building a strong workforce for the future.

- **Career pathways models** that integrate K-12, post-secondary education, and workforce training to create seamless transitions for students and workers are powerful tools to help create paths for opportunities. Having visual maps that show on-ramps and off-ramps, educational requirements, and wages for careers can be helpful to students and workers as they are making decisions for their futures. These also can serve as a tool for educational institutions as they are making decisions about program offerings and curriculum development. Sectoral partnerships can be helpful in developing career pathways models.
- **Career exploration in P-12 and beyond** helps expose students and adults to careers they may not otherwise know exist or are options. Providing structured career exploration for students, adults in workforce programs, and even those seeking career changes later in life can be helpful for those making career decisions. These might include career fairs and workshops, employer panels, curriculum integration, job shadowing opportunities, virtual reality simulations, online resources and platforms, and events designed to expose people to new opportunities or change their perceptions about existing career choices.
- **Apprenticeships and other work-based learning** opportunities for P-12 and post-secondary students and adult learners provide hands-on experience that is directly relevant to industry needs and often integrated with academic instruction. Youth apprenticeships often involve partnerships between high schools, community colleges, and employers, allowing students to earn dual credit for high school and post-secondary education while beginning a career path before graduating from high school.
- **Flexible adult learning and post-secondary education options** are key for providing avenues for lifelong learning. Structured programs like Integrated Education and Training allow adults to receive adult education and vocational training simultaneously. In-demand certificate and other non-degree programs offer adults opportunities to receive essential career training in a shorter amount of time than a typical academic degree would offer, and programs that offer hybrid in-person and online options, evening classes, and other flexible scheduling approaches help to overcome some barriers that adults often experience when trying to engage in lifelong learning opportunities.

Many areas are doing outstanding work in the workforce learning continuum. Use the links below to explore some examples.

- [Georgia Mountains Works](#)
- [EmployIndy](#)
- [Massachusetts Commonwealth Corporation](#)

Priority

1. Expand access to work-based learning and “earn and learn” opportunities

Advance participants were pleased by the expansion of WBL across the Commonwealth and want to continue and scale that momentum. Groups discussed the importance of making WBL visible and available to all, with a particular focus on youth under age 18. Group members also discussed recommendations for providing incentives for employers to participate in WBL, as well as expanding “earn and learn” WBL opportunities that pay WBL participants wages. Participants noted that lack of a drivers license is a barrier to WBL/employment participation for many individuals.

2. Build the teacher workforce pipeline

Advance participants shared significant concerns about Kentucky’s limited teacher workforce pipeline relative to workforce needs across the entire education continuum. They noted that teacher pay (particularly pay for CTE teachers) in Kentucky is low relative to that in neighboring states. They also noted that degree and certification requirements for becoming a teacher can be burdensome and time-consuming and may dissuade otherwise-interested seasoned and knowledgeable industry professionals from pursuing part-time or second career teaching positions. Several participants recommended increasing the number of teaching positions that are shared and co-funded by industry and CTE programs; for example, in healthcare, pursuing programs in which nurses work two years on the floor and then teach for one year. Several also recommended creating alternative and accelerated pathways (including giving credit for prior experience) to teacher certification that reduce degree and certification burden. Discussion yielded a recommendation to add the teacher workforce pipeline as a Work Ready Scholarship priority. Participants also noted the need to diversify Kentucky’s teacher workforce pipeline to make it more reflective of the diverse populations the Commonwealth’s education systems serve.

3. Advance credential completion

Advance participants discussed the need to increase the number of Kentuckians obtaining industry- and workforce-relevant credentials. Specific strategies discussed include expanding the awarding of credit for prior experience and learning, including for immigrants; continuing and growing the focus on credentials of value; continuing the focus on CTE integration and expansion; and scaling dual enrollment and credit efforts. Discussion highlighted the need for a comprehensive stop-out strategy for individuals who

Priority

left degree and credential programs and did not return; this would likely require development of a process for resolving education debt that prevents people from re-enrolling. Participants also recommended increased support for state agencies to track and report on education and training program completion and credential attainment for underserved and under-engaged populations specifically. Finally, attendees suggested that the KWIB advocate for and advise the Governor of the need for more funding to support credential completion.

4. Expand access to CTE and career pathways

Discussions around expanding CTE and career pathways focused largely on the need to better articulate not only the pathways themselves, but also the education and training that supports progression along pathways. Some participants emphasized the need for focus on the “right” pathways; that is, high-demand pathways with promising earnings and advancement potential, vs. less-promising pathways like cosmetology. There was a sense that career pathways may be opaque at times (for students, parents, guidance counselors, etc.), and that navigating the many education and training programs is a challenge, with programs and credentials not nearly as connected and stackable as would be ideal. Participants also emphasized the need for enhanced communication, advising, and other services for career exploration and career pathways planning, which they noted may require legislative action for Individualized Education Program (IEP) improvements that reflect best practices. They noted that better integrating Area Technology Centers and CTE programs into academically focused education environments and communities would be valuable.

5. Common language and shared marketing/communications

Advance attendees discussed the need for common branding and messaging across the workforce and education ecosystem. They noted wide variation/lack of alignment in practices and communications across Kentucky (for example, with WBL). There is a need, participants noted, for targeted communications aimed at educating parents. Participants also saw a role for the KWIB around stronger advocacy for CTE.

Suggestion: Move this priority under the Organization and Resource Alignment goal area.

6. Enhance data sharing and use

Discussions related to data and data systems centered on the lack of integration and uniformity in data systems, collection and tracking, sharing, and application, as well as the lack of alignment across state/local partners and organization/program/funding stream

Priority

silos. These barriers, according to Advance participants, impede informed decision making and collective work toward a shared vision and shared goals and metrics. Attendees noted an overall need to enhance data collection and sharing (through formal agreements) and use among state partners and between state and local partners.

***Suggestion:** Move this priority under the Organization and Resource Alignment goal area.*

7. Continue to strategically position the KWIB, the EWC, and LWDBs to inform statewide conversations and influence decisions on education/employer partnerships

Primary strategies discussed for this priority include working more closely with the State Board of Education and the Commissioner of the State Education Advisory Council.



Kentucky's Top Five In-Demand Sectors

Recently, the Kentucky Workforce Innovation Board (KWIB) voted to adopt Kentucky's top five in-demand sectors. The two-phase, data-informed identification and verification process is described below with sample occupations provided. Additionally, the KWIB voted to incorporate a five-year review process utilizing the two-phase approach of quantitative and qualitative analysis.

Kentucky's Top Five In-Demand Sectors:

1. Healthcare
2. Manufacturing and Logistics
3. Construction
4. Education
5. Professional, Scientific and Technical Services (PS&TS)

Background

The process of identifying the top five in-demand sectors in Kentucky took place through a two-phase approach, through a quantitative and qualitative review process. The data gathering and analysis was provided by the Kentucky Center for Statistics (KYSTATS).

The quantitative review process initiated in the Sector Strategies Workgroup with membership

consisting of KWIB members, business and industry representatives, education partners, government representatives and workforce development practitioners. The workgroup settled on the key quantitative data approach of reviewing occupations that are in-demand, experiencing growth, and have living wages. Specifically, the formula set by the quantitative group:

1. Entry Annual Wages OR Median Wages (25%)
2. Occupational Demand (50%)
3. Growth Rate (25%)

Importantly, the business members of the workgroup emphasized the importance of occupational demand and giving it more percentage weight above the other elements. The list of key occupations was then connected to their respective industry sectors. The quantitative workgroup reviewed various ranking methods in the review process (i.e. incorporating location quotient) and ultimately settled on the fact that all methods lead to similar sector output.

Once the quantitative workgroup agreed on the formula and the data derived, the work of the qualitative workgroup began. The qualitative workgroup consisted of statewide



education and training organizations that not only administer various training dollars, but also understand industries that may be experiencing growth in the future not yet reflected in data.

Example Occupations

1. Healthcare

- a. Registered Nurse
- b. Medical and Health Services Managers
- c. Nurse Practitioner
- d. Substance Abuse, Behavioral Disorder and Mental Health Counselors
- e. Clinical Laboratory Techs

2. Manufacturing and Logistics

- a. Assemblers and Fabricators
- b. Inspectors, Testers, Sorters, Samplers and Weighers
- c. Machinist
- d. Industrial Production Managers
- e. Heavy and Tractor-Trailer Truck Drivers

3. Construction

- a. Construction Laborers
- b. Carpenters
- c. Electricians
- d. Plumbers, Pipefitters and Steamfitters
- e. Project Management Specialists

4. Education

- a. Elementary School Teachers
- b. Secondary School Teachers
- c. Middle School Teachers
- d. Educational, Guidance and Career Counselors and Advisors
- e. Postsecondary Teachers

5. Professional, Scientific and Technical Services

- a. Software Developers
- b. Management Analysts
- c. Paralegals and Legal Assistants
- d. Computer User Support Specialists
- e. Market Research Analysts and Marketing Specialists

Impact and Future Review

Identifying these sectors allows Kentucky to focus time and investment into growing the opportunities in industries and occupations that are in high demand, are experiencing growth and pay living wages. Investment in these sectors and occupations go beyond the Workforce Innovation and Opportunity Act (WIOA) as the Kentucky workforce development ecosystem operates in a collaborative and strategic direction.

The five in-demand sectors provide a statewide lens, while local workforce development boards can incorporate an additional two sectors that are reflective of their local economies.

In addition to adopting the top five in-demand sectors, the KWIB voted to incorporate a review process every five years utilizing the two-phase approach of quantitative and qualitative review.

Kentucky Workforce Innovation Board

500 Mero Street, 4th Floor

kwib.ky.gov