Kentucky Workforce Innovation Board (KWIB) Education Attainment Committee Meeting

Minutes
October 3, 2024
2:00pm – 3:30pm EDT
Via Zoom

MEMBERS PRESENT: Johnny Collett (Committee Chair), Cathy Hoehn, Kim Humphrey, Karla Tipton, Jason Miner, Tom Thompson, Myra Wilson, Michelle DeEsch, Beth Engle, Chris Sanders, Elizabeth Daniels, Lisa Banner, Linda Smith, Leslie Sizemore, BJ Wilkerson

STAFF PRESENT: Alisher Burikhanov, Sara Jaggers, Elishah Taylor

2:02 PM WELCOME AND OVERVIEW OF COMMITTEE GOALS

Johnny Collett, Committee Chair, Deputy Director University of Kentucky's Human Development Institute (HDI) began the meeting and welcomed committee members. He shared an overview of the agenda and added that the goal of the committee is to focus on efforts to align and integrate preschool through senior high school (P-12), post-secondary education and lifelong learning opportunities for Kentuckians. He explained the importance of coordination of systems versus isolation or insulation that sometimes occurs. Johnny transitioned to the agenda items and introduced **Cathy Hoehn, Manager, Technical Schools and Continuous Improvement, Career and Technical Educaton (CTE) Programs and Pathways Branch, Kentucky Department of Education (KDE).**

CTE STANDARD OPERATING PROCEDURES RECOMMENDATION (VOTING REQUIRED)

Cathy highlighted that their work is supported by a team, including directors Tom Thompson and Beth Engel, and Beth Hargis. They manage 12 program consultants who focus on various programs and assist with industry certifications.

Currently, there were no certifications to review, but an update was provided on the recent cleanup of the valid industry certification list, which has been reduced from 439 rows to 244. This was achieved by consolidating exam offerings, standardizing naming conventions, and verifying certification titles for accuracy.

Two key proposals were presented:
1. A procedure for removing outdated pathways and reassessing related certifications.
2. An annual program area review to identify errors and ensure certifications align with current industry needs.

These reviews aim to be completed by December, allowing for timely updates to the certification list. Questions about the proposed procedures and existing processes were invited.

A committee member inquired about how schools report the pathways they use each year. It was confirmed that the Technical Education Database (TED) collects this information before the school year starts and tracks student enrollment and progress.

Another committee member noted that data distinguishes between concentrators and completers. There was also discussion about the availability of reports on industry certifications, highlighting the need to understand why some certifications are underutilized.

It was clarified that while some data appears on school report cards, comprehensive statewide numbers are not widely shared. A motion was made by **Karen McFadyen** to accept the department's proposals regarding program area reviews and outdated pathways, which was seconded by **Leslie Sizemore** and unanimously approved. Committee members expressed appreciation for efforts to streamline processes, notably reducing the certification list from 439 to 244 rows.

PERKINS STATE LEADERSHIP RECOMMENDATIONS (VOTING REQUIRED)

Alisher Burikhanov, Executive Director, KWIB, introduced recommendations from the Perkins State Leadership Workgroup aimed at making the application process more efficient and user-friendly. Two key recommendations were proposed:

1. To eliminate a separate funding application for professional development for teacher educators and consolidate it into a single application.
2. To add a question specifically addressing special populations, which include students with disabilities, economically disadvantaged individuals, single parents, English learners, homeless individuals, youth in foster care, and youth with parents in the military.

Another member confirmed that these special populations are outlined in the Perkins legislation, expressing the importance of encouraging applicants to serve these groups.

The discussion continued with expressions of support for the recommendations, highlighting their potential to clarify the involvement of special populations in the programs. A *motion* was made by **Leslie Sizemore** to accept the recommendations, which was *seconded* by **Karen McFadyen**. After confirming there were no further questions, the recommendations were unanimously approved for advancement.

EVERYBODY COUNTS PRESENTATION – FOCUS ON THE PRE-ETS MODEL

Chris Sanders, Executive Director, Office of Educational Programs and the Everybody Counts Initiative gave a presentation on the Everybody Counts Initiative, aimed at supporting the development and success of high school students in Kentucky. The initiative employs career coaches in five counties, focusing on connecting students to pathways for success after high school. Coaches build relationships with students during their senior year and continue to support them as they transition to post-secondary options, whether that be college or entering the workforce.

The initiative emphasizes individualized coaching, mentorship, and motivation, helping students identify their strengths and set actionable goals. Coaches work closely with schools to integrate financial literacy and time management skills into students' plans, tailored to their specific needs.

For the upcoming year, the initiative aims to deploy 25 coaches across 25 high schools, potentially doubling the impact on students. Additionally, they are enhancing pre-employment transition services (Pre-ETS) for students with disabilities, ensuring coaches receive specialized training to better support these individuals.

The presentation highlighted the use of technology, including platforms like Pathful for career exploration and virtual reality simulations to provide immersive career experiences. The goal is to enhance student engagement and prepare them for successful transitions into the workforce or higher education.

The initiative has received positive feedback from both students and school administrators, emphasizing its effectiveness and the importance of continued support for students beyond graduation. Chris invited questions and offered to provide additional resources to support students.

Johnny expressed gratitude and opened the floor for questions. A committee member inquired about the expansion of the initiative from five schools to twenty-five and asked about future growth plans. Chris clarified that the initiative began in one county and expanded to multiple schools, with a goal to become statewide within the next three years.

Further questions arose regarding the role of existing career counselors within the schools. Chris assured that the initiative would complement existing staff rather than replace them, highlighting collaboration with current counselors to enhance services for students.

Another committee member asked if schools could start with specific components, like virtual reality sessions, which Chris confirmed was possible. He noted that additional virtual reality headsets were being acquired to facilitate this.

Discussion then shifted to partnerships with local career centers, noting the importance of collaboration to benefit students. Another member praised the program's alignment with statewide goals for youth employment and education, stressing the significance of exposing students to a diverse range of career options.

Last, a committee member shared positive feedback about the program's impact in their region, highlighting successful partnerships with local businesses and the positive response from students and teachers. Chris expressed appreciation for the collaboration and feedback received, showcasing the initiative's successes.

COMMITTEE DISCUSSION: EDUCATION ATTAINMENT NEXT PHASE
The discussion began with Johnny prompting an open conversation about the future of the Education Attainment Committee. Alisher outlined the strategic plan's history, highlighting that it had been in place since 2018 and recently accepted a new State Plan by the Department of Labor and Department of Education. A strategic advance meeting is scheduled for November, intended to bring together various stakeholders to reassess goals related to employee engagement, education attainment, workforce participation, and resource alignment.

Johnny expressed the importance of gathering input from committee members leading up to this event, stressing the significance of education attainment for the Commonwealth. Alisher noted the need to focus on practical strategies and measurements for achieving educational goals post-November.

One committee member introduced a concern from a local business owner about the availability of licensed electricians and how this relates to educational credentials in technology centers. The discussion moved toward how to ensure educational programs align with industry needs and support apprenticeship opportunities.

Further discussion touched on the comprehensive nature of education attainment, spanning from early childhood to adult learners. A committee member raised the intersection of education attainment and childcare challenges, referencing previous legislative discussions that highlighted the importance of addressing childcare issues to meet workforce and education goals.

As the meeting concluded, the committee expressed gratitude for the informative discussion.

3:18PM ADJOURNMENT
Karen McFadyen motioned to adjourn, and **Myra Wilson** seconded the motion.

Next Steps:
1. Input Gathering: Committee members are encouraged to share their thoughts and ideas leading up to the November meeting. This is an opportunity for members to influence the priorities that will be discussed.
2. Post-Advance Follow-up: After the November meeting, the committee will reconvene to explore the specific objectives, measurements, and actions required to implement the updated strategic plan.
3. Consideration of Related Issues: Discussions around related topics, such as the intersection of education attainment with childcare challenges and workforce needs, will be incorporated into future discussions.
4. Continued Collaboration: The committee will work to enhance connections between education and workforce initiatives, including exploring ways to better prepare students for careers in high-demand fields, such as master electricians.

Kentucky Workforce Innovation Board (KWIB)

Education Attainment Committee Meeting

AGENDA
October 3rd, 2024
2:00pm – 3:30pm EDT

Meeting held on Zoom

2:00pm	**Welcome**	*Johnny Collett, Chair Deputy Director University of Kentucky's Human Development Institute (HDI)*
2:10pm	**CTE Standard Operating Procedures Recommendation (Voting Required)**	*Cathy Hoehn, Academic Program Manager CTE Programs and Pathways Branch Office of Career and Technical Education (CTE)*
2:25pm	**Perkins State Leadership Recommendations (Voting Required)**	*Alisher Burikhanov, Executive Director Kentucky Workforce Innovation Board (KWIB)*
2:30pm	**Everybody Counts Presentation – Focus on the Pre-ETS Model**	*Chris Sanders, Deputy Executive Director Office of Educational Programs Kentucky Education and Labor Cabinet (ELC)*
3:00pm	**Committee Discussion: Education Attainment Next Phase**	*Johnny Collett & Alisher Burikhanov*
3:30pm	**Adjournment**	*Johnny Collett, Committee Chair*

Standard Operating Procedure (SOP): Annual Program Area Reviews

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Purpose

This SOP establishes the procedure for reviewing the Valid Industry Certification List to ensure its clarity and alignment with the Program of Studies and Technical Education Database System (TEDS) for the upcoming academic year.

Scope

This SOP applies to the Valid Industry Certification List created in collaboration with the Kentucky Department of Education (KDE) and Kentucky Workforce Innovation Board (KWIB).

Roles and Responsibilities

1. **OCTE:** Responsible for initiating annual program area reviews coordinating with program consultants, business and education alignment taskforce (BEAT), and TEDS coordinator.

2. **Program Consultants:** Offer expert guidance on the identification and alignment of industry certifications with state-approved pathways. If necessary, consult with BEAT for industry recommendations regarding additions or removals of certifications.

3. **BEAT:** Partner with consultants to analyze industry certification, identify new pathway alignments, or recommend removals and/or additions based on vendor-initiated changes.

4. **TEDS Coordinator:** Ensures the industry certification list is presented in a clear, concise, and consistent manner to facilitate effective cross-referencing with the TEDS.

5. **KWIB Committees:** Responsible for reviewing and approving recommendation(s) to remove or add industry certifications.

Procedure

1. **Annual Program Area Review:**

   o OCTE conducts an annual review of program area industry certifications and identifies updates that will enhance the utilization and implementation of the Valid Industry Certification List by districts and business and industry partners.

   o Identify areas for potential updates include correcting naming conventions, typos, vendor updates, removals, additions, or realignments.

2. **Consultant and BEAT Involvement:**

   o Program consultants engage BEAT to assess the effectiveness of approved industry certifications and provide expert opinions on suitability of standalone or stacked offerings with other industry certifications to effectively reflect end-of-program assessment.

   o Program consultants offer guidance on pathway standards, alignment with industry certification assessment blueprints, and approved industry certification usage.

   o BEAT provides insights into industry certification usage, effectiveness of content assessment, and alignment with business and industry requirements.

3. **Recommendation Development:**

   o Based on the analysis and input from consultants and BEAT, a recommendation may be made for the industry certification(s), which may include:

      ▪ **Removal:** If the industry certification no longer aligns with state-approved pathways and/or industry needs, it will be recommended for removal with phase out date.

      ▪ **Addition:** If vendor-initiated changes necessitate the replacement of a previously approved industry certification, the newly revised certification may be recommended for inclusion.

      ▪ **Realignment:** If industry certification(s) can be integrated with another state-approved pathway, a recommendation for modifying pathway alignments may be completed.

4. **Consultant and TEDS Coordinator involvement:**

   o Program consultants address minor issues such as naming conventions, spelling errors, and other discrepancies.

   o TEDS coordinator ensures the industry certification list is clear, concise, and aligned with the TEDS.

5. **KWIB Presentations:**

   o The OCTE presents the recommendations to the CTE Certification Review Working Group and the Education Attainment Committee, providing justification and supporting evidence.

   o The CTE Certification Review Working Group and the Education Attainment Committee review the recommendation(s) and provide feedback, questions, or requests for additional information.

6. **Approval:**

   o If approved by the CTE Certification Review Working Group and the Education Attainment Committee, the recommended actions are voted on by the KWIB Board.

Standard Operating Procedure (SOP): Outdated Pathways Industry Certification(s) Review and Recommendation

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Purpose

This SOP outlines the process for identifying, reviewing, and recommending actions for industry certifications previously approved by the Kentucky Workforce Innovation Board (KWIB) that are aligned to outdated or deprecated pathway identified by the Kentucky Department of Education (KDE) Office of Career & Technical Education (OCTE).

Scope

This SOP applies to the Valid Industry Certification List created in collaboration with the Kentucky Department of Education (KDE) and Kentucky Workforce Innovation Board (KWIB).

Roles and Responsibilities

1. **OCTE:** Responsible for identifying and flagging outdated or deprecated pathways.

2. **Program Consultants:** Provide expert consultation on industry certification(s) to assess their relevance and alignment with current state-approved pathways and evolving industry needs.

3. **BEAT:** Collaborate with consultants to analyze industry certification usage and identify opportunities for realignment or recommendation for removal.

4. **KWIB Committees:** Responsible for reviewing recommendations and, if necessary, approve or deny a recommendation for removal.

Procedure

1. **Program Pathway Review:**

   o OCTE will regularly review their pathways to identify signs of obsolescence, such as low usage, outdated content, or lack of alignment with current business needs.

   o Determination of pathway deprecation will be made by OCTE leadership.

2. **Consultant Involvement:**

   o The program area consultant evaluates the pathway's industry certifications and explores potential for integration with other program pathways.

   o Consultants offer expert evaluations of the industry certification assessment blueprint and pathway standards to assess student preparedness for successful completion.

3. **BEAT Collaboration:**

   o Program area consultants' partner with BEATs to analyze industry certification utilization data, evaluation of assessed content, and alignment with business and industry requirements.

   o BEAT offers insights into integration with other program pathways. An evaluation will be conducted to assess whether the certification can be effectively aligned as an end-of-program assessment, determining its suitability as a standalone or stacked offering with other industry certifications.

4. **Recommendation Development:**

   o Based on the analysis and input from consultants and BEAT, a recommendation is made for the industry certification(s), which may include:

      ▪ **Removal:** If the industry certification no longer aligns with state-approved pathways and/or industry needs, it will be recommended for removal with phase out date.

      ▪ **Realignment:** If the industry certification can be realigned with another state-approved pathway, a recommendation to list the certification as a standalone or stacked option will be provided.

5. **KWIB Presentations:**

   o The OCTE presents the recommendations to the CTE Certification Review Working Group and the Education Attainment Committee, providing justification and supporting evidence.

   o The CTE Certification Review Working Group and the Education Attainment Committee committees review the recommendation(s) and provide feedback, questions, or requests for additional information.

6. **Approval:**

   o If approved by the CTE Certification Review Working Group and the Education Attainment Committee, the recommended actions are voted on by the KWIB Board.

Perkins State Leadership Recommendations

The Perkins State Leadership Workgroup met on August 29, 2024. The following two recommendations are being made to the Education Attainment Committee:

1. Eliminate the separate funding application for Professional Development for Teacher Educators.

2. The State Leadership Application will include a question regarding special populations. The question will include information on which of the Perkins special populations are being served with the project as well as how it will be measured. (The 9 Perkins special population groups will be identified in the application.)

"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 it be measured?"

The special population areas are:
- Students with Disabilities
- Economically Disadvantaged
- Individuals preparing for Nontraditional Fields
- Single Parents
- English Learners
- Homeless Individuals
- Youth in Foster Care
- Youth with Parents in the Military

Perkins State Leadership Funds FAQs

Everybody Counts is a dynamic initiative that provides a clear pathway to success for qualifying seniors graduating from participating Kentucky school districts. The initiative benefits graduating seniors, businesses, local communities, and Kentucky's economy.

With the assistance of Everybody Counts Career Coaches, young Kentuckians choose their post high school path so that they can hit the ground running upon graduation. They can choose whether to start a career with a leading Kentucky company, take advantage of application and scholarship support to attend a Kentucky college or university, or engage in an earn-and-learn opportunity like apprenticeship.

Currently, Everybody Counts supports Fayette County, Franklin County, Jefferson County, Scott County, and Shelby County school districts.

Everybody Counts 2024-2025 Goals and Programming

- Increase the percentage of Everybody Counts-supported high school seniors enrolling in post-secondary education and/or training, including college, vocational training, apprenticeships, etc. within one year of graduation.
    - o Provide funds to support the 'Be the Change' scholarship and Skill Development scholarships for Fayette County High School graduates
    - o Deliver Registered Apprenticeship activities and events in collaboration with the Office of Employer and Apprenticeship Services
    - o Create specific in-school activities and events for career exploration throughout the school year supporting seniors' post-graduation pathway planning
    - o Deliver access and support services one-year post-graduation for high school graduates in supported school districts

- Increase the number of high school seniors accessing financial aid and scholarships to alleviate financial barriers to post-secondary education and training.
    - o Provide funds to support the Young Men United scholarship for Jefferson County and Shelby County high school graduates
    - o Provide funds to support the Evolve502 scholarship for Jefferson County high school graduates
    - o Promote the Work Ready scholarship to high school students in each supported school districts
    - o Deliver 14 FAFSA Tailgate events for Fall 2024 throughout supported school districts
    - o Deliver Kentucky Advising Academy (KAA) activities and events in collaboration with the Council on Post Secondary Education and KAA.

- Increase the number of high school seniors employed within one month after high school graduation.
    - o Deliver a minimum of ten (10) Everybody Counts Career Coaches-curated career exploration experiences in each supported school district
    - o Pathful platform virtual sessions promoting Kentucky industries, industry professionals, and industry workplaces
    - o Pathful platform virtual career fairs and career hiring events
    - o Coordination of in-person workplace tours in supported school districts and virtual reality experiences promoting Kentucky industries, job types, functions, and workplace environments

- Increase the number of high school juniors and seniors receiving Pre-Employment Transition Services (Pre-ETS) through Everybody Counts Career Coaches in supported school districts.
    - o Create specific in-school activities and events for Pre-ETS eligible students throughout the school year supporting career and college exploration, workplace readiness, work-based learning, and self-advocacy