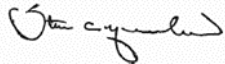


**Perkins Leadership
2021-2022 Project Request**

Project Info	
Submitted By:	KDOC/Adult Institutions/Corrections Education Division
Date Submitted:	11/24/2020
Program Area(s):	Leadership/Professional Development/Resource Expansion
Project Title:	Kentucky Corrections (Education Division): Educators "Advance" to lead Students to College, Career Readiness, and Apprenticeship Classes
Project Location:	Kentucky Department of Corrections PO Box 2400 Frankfort, Kentucky 40602
Project Dates:	July 1 2021-June 30, 2022
Authorized Signature:	Steven C. Meadows, Branch Manager Corrections Education Division - Kentucky Department of Corrections 
Description / Purpose / Need	
a. Why is this project important?	The focus of this grant request is to ensure Career and Technical students are prepared for meaningful employment into high-demand, high-skill, and medium or high-wage careers upon release/re-entry. Under this proposal, Carl D. Perkins funds will also supplement meaningful professional development for CTE faculty/staff.
b. What are the objectives of this project?	Under this proposal, 2021/2022 Carl D. Perkins funds will enhance all career/technical programs by the following project objectives: 1) Define the need for the implementation of new and emerging technologies and how such advancements will help students to achieve and experience sustainable employment. 2) Purchase supplemental CTE equipment upgrades, enhancements, and emerging technologies. 3) Sustain/advance existing programs and explore new programing to meet current trends in marketable job skill demands. 4) Support continuing professional development of CTE faculty/staff

<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>1) This proposal will support delivery of high-quality, relevant content in preparing students to achieve and sustain a more successful transition to employment opportunities and establish a continuum of training and education through post-secondary partnerships.</p> <p>2) Expansion of existing and new programming will ensure curriculum alignment and congruency with post-secondary skill based education and training offerings specifically, but not limited to, Kentucky’s system of colleges, KCTCS, leading to diploma and degree awarding CTE programs</p> <p>3) CTE faculty and staff professional development is a significant focus in delivering relevant and current skill-based training.</p> <ul style="list-style-type: none"> • Attendance to conferences hosted by national, state, local or business/industry organizations showcasing technology and techniques enable faculty to plan for and implement the latest techniques into the classroom environment. • OSHA certification training for new instructors and recertifying training for current instructors ensure students are workforce ready in both the OSHA General Industry Safety/Health and Construction Safety/Health 10-Hour programs. • Instructor growth and development in respective trade associations • Participation in the 2020 Kentucky Annual Career and Technical Education (CTE) Statewide Summer Program and the Kentucky Corrections Education Conference, as well as other professional development opportunities.
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>No.</p>
<p>d.1. Who are the partnering entities contributing to the project? (Please explain whether they are public, private, or non-profit partnerships as these partnerships are strongly encouraged.)</p>	<p>1) State Agency –</p> <ul style="list-style-type: none"> • Kentucky Education and Workforce Development: DOC has three established apprenticeship models currently in pilot phase: Welding (male facility), Carpentry (male facility), and Electrical (female facility). • KDE/OCTE – Grant funding, guidance, professional development. <p>2) Public partnerships –</p> <ul style="list-style-type: none"> • Collaboration with Kentucky Community and Technical College System for career and technical education classes leading to certifications, diplomas, and degrees. • OSHA Construction and OSHA Industry 10 card training (instructors and student curriculum) via partnership with Eastern Kentucky University <p>3) Non-profit –</p> <ul style="list-style-type: none"> • The primary career and technical curriculums utilized are credentialed by the National Occupational Competency Testing Institute (NOCTI) and the National Center for Construction Education and Research (NCCER). • Live work projects: i.e, Habitat for Humanity/prefabrication of home construction.
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<ul style="list-style-type: none"> • Habitat for Humanity provides the materials for the students to utilize • Live work projects – materials provided by customer (internal/external)
<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>Yes. The previous project was submitted for the 20-21 project request.</p> <p>Continuation will help ensure career and technical opportunities prepare adult inmates for a successful release/reentry with skills matching workforce demands.</p>

<p>e. Describe the benefits for the state overall.</p>	<p>The Carl D. Perkins funds significantly contributes to the career and technical education of state inmates upon release. These offenders can then fill the high demand trades and sustain employment, hence reducing the risk of recidivism. There is currently a national workforce crisis in trade industries. By providing incarcerated populations high quality, high demand skills, the Commonwealth benefits five dollars towards reducing recidivism costs for every one dollar invested in CTE programming (Rand Corp. 2031). The same study indicates incarcerated populations receiving vocational training experience a significant reduction in re-incarceration rates relative to inmates without comparable training.</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>	<ol style="list-style-type: none"> 1. Employers – Actively engage employers to drive Kentucky’s workforce development system. DOC adoption: <ul style="list-style-type: none"> • Each institution participates in advisory committee meetings in accordance with Perkins guidelines. • Intra-agency database (SharePoint) serves as an index dashboard of key indicators of success • Advance professional development opportunities with business and industry • Advance “Live-works” projects with non-profit , community, and business/industry customers 2. Education – 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. DOC Adoption: <ul style="list-style-type: none"> • Collaboration with Kentucky Community and Technical College System for career and technical education classes leading to certifications, diplomas, and degrees. • OSHA Construction and OSHA Industry 10 card training (instructors and student curriculum) via partnership with Eastern Kentucky University • Collaboration and congruency within the corrections/rehabilitation pipeline from incarceration to full employment upon entry 3. Workforce Participation – Increase Kentucky’s workforce participation by creating opportunities, incenting workforce participation, and removing employment barriers for Kentuckians. DOC Adoption: Promote workforce participation strategies to a wide range of individuals to include: <ul style="list-style-type: none"> • Incarcerated veterans • Gender, racial, and ethnic diversity • Individuals with identified learning disabilities 4. Organization and Resource Alignment – Focus resources on the most effective initiatives and improve the return on our workforce investment, utilizing data to constantly improve workforce development in Kentucky DOC Adoption: <ul style="list-style-type: none"> • Explore new and expand current CTE offerings in response to job market demands. Identify and implement emerging technologies to existing course offerings. • Utilize National, State, and locally developed data storage and retrieval systems <ul style="list-style-type: none"> ○ National Center for Construction Education & Research (NCCER)

	<ul style="list-style-type: none"> ○ Technical Education Database System (TEDS) ○ Kentucky Offender Management System (KOMS) ○ Registered Apprenticeship Sponsor Information Database (RAPIDS) ○ Department of Labor data for current and projected job growth areas to determine future needs. ○ Interagency Adult Education/CTE database
<p>g. How is business and industry involved in the project?</p>	<ul style="list-style-type: none"> ● Each institution participates in advisory committee meetings in accordance with Perkins guidelines ● Intra-agency database (SharePoint) serves as an index dashboard of key indicators of success ● Advance professional development opportunities with business and industry ● Advance “Live-works” projects with non-profit, community, and business/industry customers
<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>1. All Learning Centers operating Perkins-funded programs will be internally audited for compliance and measured for success aligned with goals set forth in this proposal.</p> <p>A. Measures: By the end of August 2021, each Perkins-funded CTE Learning Center will:</p> <ul style="list-style-type: none"> ● Submit annual indicators and program expectations to the Project Director/Manager <ul style="list-style-type: none"> ○ Student recruitment/enrollment/retention initiatives ○ Course completions as reported within KOMS, TEDS, NCCER, RAPIDS, and locally developed data platforms ○ Needs assessments based on: <ul style="list-style-type: none"> ▪ existing and emerging technologies ▪ professional development plans ● Submit Advisory Committee minutes IAW Perkins guidelines demonstrating robust partnerships with business and industry, local commerce, collegial craft and trade organization representatives, Adult Education, and Post-secondary institutions <p>B. This objective reflects the Required Uses of Perkins Leadership Funds via:</p> <ul style="list-style-type: none"> ● The assessment of the career and technical education programs including how the needs of special populations are being met; ● Developing, improving, or expanding the use of technology in career and technical education;

- Support career and technical education programs that improve the academic skills of students;
- Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities such as employers and labor organizations;
- Serving individuals in State institutions, such as State correctional institutions that serve individuals with disabilities; and
- Support for programs for special populations that lead to high skill, high wage, or high demand occupations.

2. All Learning Centers and Perkins-funded programs will be externally reviewed for the strength of support to the CTE programs

A. Measures: By the end of June 2021, the Project Director/Manager (or designee) will conduct site visits (may be virtual) and assess each Learning Center under this grant. Audit guidelines used will be those recommended or directed by:

- Perkins Leadership Funds Guidelines
- National Center for Construction Education and Research (NCCER)
- Agency (Education Division) developed site visit assessments
- As applicable, criterion used by:
 - Business/industry partnerships (i.e, environmental policy, safety regulations, code enforcement)
 - Justice to Journeyman's ' (Apprenticeship) program (a partnership between Kentucky Department of Labor and Kentucky Department of Corrections)

B. This objective reflects the Required Uses of Perkins Leadership Funds via:

- Support career and technical education programs that improve the academic skills of students;
- Developing, improving, or expanding the use of technology in career and technical education;
- The assessment of the career and technical education programs including how the needs of special populations are being met;
- Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities such as employers and labor organizations;
- Serving individuals in State institutions, such as State correctional institutions that serve individuals with disabilities; and
- Support for programs for special populations that lead to high skill, high wage, or high demand occupations;
- Providing preparation for non-traditional fields in current and emerging professions.

3. CTE faculty will actively participate in continuing education and professional development activities:

A. Measures

- All CTE faculty will attend/participate in at least one professional development collaborative
 - Local industry
 - Post-secondary partnerships
 - National/state CTE conference
 - Kentucky Corrections Education training
 - KY Annual CTE Statewide Summer Program
 - Business/industry organizations affiliated with respective trades
 - Other
- Upon completion of a professional development opportunity, each instructor shall submit a post-attendance report* to include:
 - Lessons learned
 - Impact to program
 - Impact to student achievement
 - Professional growth and development
 - Itineraries, agendas, literature, published minutes, Continuing Education certificates
 - *Presentation to LC colleagues and/or trade specific cohort is highly encouraged

B. This objective reflects the Required Uses of Perkins Leadership Funds via:

- Professional development programs for CTE teachers, faculty, administrators, and career guidance and academic counselors; (including initial preparation for CTE teachers);
- Providing preparation for non-traditional fields in current and emerging professions;
- Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities such as employers and labor organizations.

4. Students enrolled in a CTE program will meet industry and agency recognized standards

A. Measures

- 100% will possess or attain a U.S. recognized high school equivalency diploma (GED)
- 80% of enrolled CTE students will successfully achieve a/an
 - National Career Readiness Certificate (NCRC) with a Silver or Gold exam result
 - Occupational Safety and Health Administration (OSHA) certification in Construction Industry and/or General Industry
 - DOC Career and Technical Fundamentals course completion transcript
 - Industry credential in a trade related national organization:
 - NCCER

- National Occupational Competency Testing Institute (NOCTI)

B. This objective reflects the required uses of Perkins leadership funds via; Assessment of the career and technical education programs including:

- How the needs of special populations are being met;
- Developing, improving, or expanding the use of technology in career and technical education;
- Serving individuals in State institutions, such as State correctional institutions that serve individuals with disabilities;
- Support for programs for special populations that lead to high skill, high wage, or high demand occupations; and
- Technical assistance for eligible recipients.

5. To continue improving student reporting

A. Measures: The Project Director/Manager

- Has assigned the verification of TEDS, KOMS, NCCER, Rapids, and agency developed data reporting/compliance to the LC/school principal
- Performs a monthly desk audit on each LC
- Facilitates currency, validity and reliability of all reported data. Assists LC/school principal in process improvement strategies for goal achievement

B. This objective reflects the required use of Perkins leadership funds via

- Assessment of the career and technical education programs including
 - how the needs of special populations are being met;
 - Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities such as employers and labor organizations;
 - Serving individuals in State institutions, such as State correctional institutions that serve individuals with disabilities; and
 - Technical assistance for eligible recipients

Budget

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

Explanation: For this Leadership application, the proposed allocation to KY-DOC is \$72,000. The proposed budget below reflects an estimation of professional development expenses, program expansions, and advancements in technology. All budgetary items are being requested and the Project Director/Manager will ensure that overall expenditures do not exceed the \$72,000 allocation without documentation. The priority of the Education Division is for the improvement in overall programs and to develop highly skilled employees in preparation for release back into the community. As these offenders gain meaningful employment, public safety is enhanced and incarceration costs are reduced.

a. Are other funds also to be used outside of Perkins dollars? If so, please be provide a specific explanation.	No
b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.	<p>Operating costs are presented in Table b1.</p> <ol style="list-style-type: none"> 1. The KY Annual CTE Statewide Summer Program is professional development 2. The OSHA Basic Safety certification is required trade related curriculum 3. The State, Regional and national Corrections Education related training for C/T instructors is professional development 4. ICTP is professional development 5. We ensure education and curricula is in line with current market demands.

b1. OPERATING COSTS:

Name	Description	Total \$
	Professional Development activities to include: <ul style="list-style-type: none"> • Kentucky Annual CTE Statewide Summer Program attendance, required vocational-related conferences • OSHA Basic Safety certification for new or untrained instructors. Provide OSHA Industry and Construction certification • State, regional, and national Corrections Education-related training for CTE instructors, School Administrators, and Education Division personnel involved with Perkins-related programs • Instructor Certification Training Program (ICTP) for new technical instructors • Travel that may include reimbursement for meals, lodging, transportation, and registration fees in support of existing and projected Perkins related programming 	\$18,000
	Instructional and resource materials for teachers and students Ex. NCCER, NOCTI, Curriculum & Assessments	\$10,000
	Purchase emerging equipment and software required by a change in curriculum, teaching strategies or technological advances in the career field and job markets; technology and equipment expansion for existing and projected CTE programming – pre-approved thru OCTE (ex. CAD/CAM, advanced manufacturing, etc)	\$44,000
TOTAL OPERATING COSTS:		\$72,000

b2. WAGES & FRINGE BENEFITS:

Name	Description	Total \$
		\$ -

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

b3. OTHER

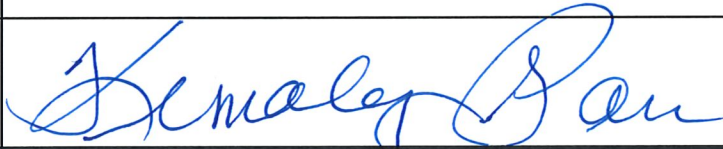
		Total \$
		\$ -
		\$ -
		\$ -
TOTAL OTHER:		\$ -
TOTAL AMOUNT REQUESTED:		\$ -

- *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. Kemaly Parr
Date Submitted:	October 26, 2020
Program Area(s):	All program areas of CTE at all educational levels through the efforts of the Teacher Educators in the Murray State University College of Education and Human Services and Hutson School of Agriculture.
Project Title:	Professional Development for CTE Teachers
Project Location:	Murray State University
Project Dates:	July 1, 2021 – June 30, 2022
Authorized Signature:	
Description / Purpose / Need	
a. Why is this project important?	This project will be used to provide support for professional development activities for Career and Technical Education Teacher Educators at Murray State University including Dr. Kemaly Parr, Director of Graduate and Undergraduate CTE programs (College of Education and Human Services); Dr. Tony Brannon (Hutson School of Agriculture), Dr. Brian Parr (Hutson School of Agriculture); Dr. Kimberly Bellah, (Hutson School of Agriculture); Matt Shultz, (Hutson School of Agriculture); and Dr. Amanda Holland, Family and Consumer Sciences, (College of Education and Human Services).
b. What are the objectives of this project?	<ol style="list-style-type: none"> 1. Each CTE teacher educator at Murray State University will attend one national conference and one state conference to obtain necessary information to remain current. 2. CTE teacher educators will share information received with their discipline specific teachers in the regional service area through attendance and participation in their professional meetings. 3. Murray State CTE teacher educators will continue networking opportunities with other professionals across the state.

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<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>Murray State University CTE teacher educators will provide updated information to regional teachers as well as to students and others to maintain high quality programming. Technical information will be embedded into CTE coursework in various discipline and teacher preparation programs. Through this project, current and CTE teachers in training will be better prepared to educate and work with the CTE students and teachers in both secondary and post-secondary classrooms. In Kentucky, CTE teachers teach a wide range of age groups from middle or high school to adult education classes. It is vitally important that Kentucky teachers be familiar with potential needs and contemporary solutions through professional development activities. All ages of students stand to benefit from the education and tools provided through this project thus allowing student barriers to education and eventual employment in the Commonwealth to be diminished and possibly eliminated.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>Minimal sources are available from Murray State University, the College of Education and Human Services and the Adolescent, Career and Special Education department and Hutson School of Agriculture for travel to school sites. The majority of the support and activity would be completed through online communication.</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>As MSU is an approved EPP for all types of CTE teachers in all pathways of CTE, the outreach of the University is to CTE teachers state-wide at all educational levels. Therefore, all levels of CTE teachers would be partnering with MSU as their EPP.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>Murray State University CTE teacher educators will provide updated information to regional teachers as well as to students and others to maintain high quality programming. Technical information will be embedded into CTE coursework in various disciplines and teacher preparation programs.</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>e. Describe the benefits for the state overall.</p>	<p>As MSU is an approved EPP for all types of CTE teachers in all pathways of CTE, the outreach of the University is to CTE teachers state-wide at all educational levels. Therefore, all levels of CTE teachers would be partnering with MSU as their EPP. The benefits received through this project would translated to CTE teachers through various means including coursework. This would allow the teachers to then translate the benefits to their students, thereby strengthening the Commonwealth as a whole through the development of a stronger CTE workforce.</p> <p>Through this project, current and CTE teachers presently in training will be better prepared to educate and work with the needs of CTE teachers and students that are common in both secondary and post-secondary present-day classrooms. In Kentucky, CTE teachers teach a wide range of age groups from middle or high school to adult education classes. It is vitally important that MSU Teacher Educators in Kentucky be familiar with potential solutions gained through professional development opportunities so that all CTE teachers and all ages of students stand to benefit from the education and tools provided through this project thus allowing student barriers to education and eventual employment in the Commonwealth to be diminished and possibly eliminated.</p> <p>Through enhanced CTE teacher preparation this project hopes to battle the KWIB Strategic Plan statistics of Kentucky ranking 43 in labor force participation and to raise the 30% of high school graduates seeking post-secondary study statistic.</p>

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<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 directly focuses on the Perkins Permissible Uses of Funds # 5 and 25 and indirectly will affect 9 other Permissible Uses of Funds (#1, 4, 6, 10, 11, 12, 13, 16, 17, 18, 19, 20, 22, and 24) as well as directly focusing on the KWIB Strategic Plan Goal 2, Education, and Strategic Goal 3, Workforce Participation. The objectives for this project are as follows:</p> <ol style="list-style-type: none"> 1. Enhance the special education instruction pre-service and in-service teachers receive through the MSU COEHS and Hutson School of Agriculture. (KWIB Goals 2 & 3, Perkins 1,5,6,10,16,25) 2. Implement innovative technological educational methodology (KWIB Goals 2 & 3, Perkins 4,5,11,12,25). 3. Provide professional development experiences for Kentucky NTI occupation based in-service teachers through the established MSU and Kentucky schools partnerships (KWIB Goals 2 & 3, Perkins 1,4,5,13,17,20,25). 4. Supporting partnerships between KY schools and MSU including how the needs of special populations are being met (KWIB Goals 2 & 3, Perkins 1,5,6,10,16,25). 5. Strengthen in-service and pre-service teachers' classroom management strategies (KWIB Goal 2, Perkins 1,4,5,18,19,22,24,25). 6. Improve academic skills of CTE students by means of well-prepared CTE teachers who have special education specific knowledge and skills, including dyslexia education, through which teachers will be prepared to help all students (KWIB Goal 2, Perkins 1,4,5,25).
<p>g. How is business and industry involved in the project?</p>	<p>As MSU is an approved EPP for all types of CTE teachers in all pathways of CTE, the outreach of the University is to CTE teachers state-wide at all educational levels. The benefits received through this project would translated to CTE teachers through various means including coursework. This would allow the teachers to then translate the benefits to their students, thereby strengthening the Commonwealth as a whole through the development of a stronger CTE workforce.</p> <p>Through this project, current and CTE teachers presently in training will be better prepared to educate and work with the needs of CTE teachers and students that are common in both secondary and post-secondary present-day classrooms. In Kentucky, CTE teachers teach a wide range of age groups from middle or high school to adult education classes. It is vitally important that MSU Teacher Educators in Kentucky be familiar with potential solutions gained through professional development opportunities so that all CTE teachers and all ages of students stand to benefit from the education and tools provided through this project thus allowing student barriers to education and eventual employment in the Commonwealth to be diminished and possibly eliminated.</p> <p>Through enhanced CTE teacher preparation this project hopes to battle the KWIB Strategic Plan statistics of Kentucky ranking 43 in labor force participation and to raise the 30% of high school graduates seeking post-secondary study statistic.</p> <p>Each CTE area at the University has business and industry representatives as members on the program advisory boards. These stakeholders provide input and feedback regarding workforce, business and industry needs and their alignment to program curriculum.</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>Each CTE teacher educator at Murray State University will attend one national conference and one state conference to obtain necessary information to remain current.</p> <p>CTE teacher educators will share information received with their discipline specific teachers in the regional service area through attendance and participation in their professional meetings.</p> <p>Murray State CTE teacher educators will continue networking opportunities with other professionals across the state.</p> <p>Programs in Agriculture Education, Family and Consumer Sciences Education, Business and Marketing Education, Engineering and Technology Education, and CTE Occupation Based Education will receive benefits.</p> <p>Outcomes: Kentucky CTE teachers and teacher candidates will be strengthened through MSU faculty exposure to current and professional CTE participation in national and state meetings and networking with teachers.</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 objective for the Professional Development for Teacher Educators Perkins Leadership Project money received was met as the funds were utilized to enable Career and Technical Education (CTE) teacher educators to attend professional development opportunities and to obtain the knowledge and skills needed to train future CTE teachers. Professional development funds were used to finance attendance at many professional development opportunities including: the Kentucky Association for Career and Technical Education Summer Conference (KACTE), the Association for Career and Technical Education Vision national conference in Anaheim, CA, the Agricultural Mechanics Competition in Louisville, KY, Family and Consumer Sciences University in Frankfort, KY, SAAC Meeting in Louisville, AAAE Conference in Louisville, KAAE conference in Elizabethtown, KY, and the National FFA Convention. Funds were also used to travel and meet with principals and teachers at the Marshall County Area Technology Center and the Four Rivers Academy at Fulton County. Some examples of outcome and impact include:</p> <p>Attendance at the KY Association of Family Consumer Science Family and Consumer Sciences University event, which hosted over 100 people including secondary advisors and students and post-secondary faculty and students. This event may resonate for years to come as all grades of secondary students and their advisors were represented. The professional development gained at this event will impact MSU teacher candidates, current, and future FCS teachers.</p> <p>Attendance at the national AAAE Conference and the ACTE Vision Conference allowed MSU faculty the opportunity to receive professional development and to meet and collaborate with many CTE teachers who in turn will impact thousands of students in all realms of CTE.</p> <p>Kentucky Association of Future Farmers of America Conference Ag Mechanics Completion is a high impact professional development opportunity for the Hutson School of Agriculture CTE faculty. Approximately 500 students attend annually and the faculty participated in recruitment, retention, and judging of leadership development events and collaboration with current and future agriculture teachers.</p> <p>Attendance at the national Future Farmers of America Conference is a high impact professional development opportunity for the Hutson School of</p>

	<p>Agriculture CTE faculty. Thousands of students attend annually and the faculty participated in recruitment, retention, and judging of leadership development events and collaboration with current and future agriculture teachers.</p> <p>The next steps will be the continuous application of the skills and knowledge learned through the professional development opportunities obtained through the acquisition of this grant to improve the education and professional development of Career and Technical Education teachers in Kentucky.</p>
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Budget

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

Explanation: Murray State faculty will be notified of funding and begin to plan their attendance at the appropriate professional development activities for the 2020-21 year beginning with the summer KACTE conference. Each CTE teacher educator at Murray State University will attend one national conference and one state conference to obtain necessary information to remain current. CTE teacher educators will share information received with their discipline specific teachers in the regional service area through attendance and participation in their professional meetings. Murray State CTE teacher educators will continue networking opportunities with other professionals across the state. Programs in Agriculture, Family and Consumer Sciences, Business and Marketing education, Engineering and Technology education, and CTE Occupation Based education will receive benefits. Through enhanced CTE teacher preparation this project hopes to battle the KWIB Strategic Plan statistics of Kentucky ranking 43 in labor force participation and to raise the 30% of high school graduates seeking post-secondary study statistic.

<p>a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.</p>	<p>Minimal sources are available from Murray State University, the College of Education and Human Services and the Adolescent, Career and Special Education department and Hutson School of Agriculture for travel to school sites.</p>
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<p>b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.</p>	<p>Murray State faculty will be notified of funding and begin to plan their attendance at the appropriate professional development activities for the 2020-21 year beginning with the summer KACTE conference. Each CTE teacher educator at Murray State University will attend one national conference and one state conference to obtain necessary information to remain current. CTE teacher educators will share information received with their discipline specific teachers in the regional service area through attendance and participation in their professional meetings. Murray State CTE teacher educators will continue networking opportunities with other professionals across the state. Programs in Agriculture, Family and Consumer Sciences, Business and Marketing education, Engineering and Technology education, and CTE Occupation Based education will receive benefits. Through enhanced CTE teacher preparation, this project hopes to battle the KWIB Strategic Plan statistics of Kentucky ranking 43 in labor force participation and to raise the 30% of high school graduates seeking post-secondary study statistic.</p>
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b1. OPERATING COSTS:		
Name	Description	Total \$
Dr. Kimberly Bellah	- agriculture education- travel to summer conference, state and national agriculture conference, regional teacher meetings.	\$1500 -
Matt Shultz	- agriculture education- travel to summer conferences, state and national agriculture conference, regional teacher meetings	\$1500 -
Dr. Kemaly Parr, CTE Director (undergraduate and Graduate)	- travel to summer conference, state and national CTE conference, regional teacher meetings	\$1500 -
Dr. Amanda Holland	family and consumer science- travel to summer conference, state and national family & consumer science conference, regional teachers	\$1500 -

	meetings	
Dr. Tony Brannon	– agriculture education- travel to summer conferences, state and national agriculture conference, regional teacher meetings	\$1500 -
Dr. Brian Parr	– agriculture education- travel to summer conferences, state and national agriculture conference, regional teacher meetings	\$1500 -
TOTAL OPERATING COSTS:		\$9000 -

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

b3. OTHER		
		Total \$
		\$ -
		\$ -
		\$ -
TOTAL OTHER:		\$ -
TOTAL AMOUNT REQUESTED:		\$ -

- *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:	Karla Tipton
Date Submitted:	December 15, 2020
Program Area(s):	All CTE Program Areas
Project Title:	Non-trad Summer Camps
Project Location:	Area Technology Centers
Project Dates:	June, 2022
Authorized Signature:	<i>Karla Tipton</i>
Description / Purpose / Need	
a. Why is this project important?	This project introduces students to non-traditional careers at an early age. Non-traditional careers are the occupational areas that employ 25% or less of on gender. (example-male nurse or female welder) Non-traditional camps provide students an opportunity to explore career options in a camp setting which are valued by employers. The camp provides student s with the knowledge to make informed program of study decisions.
b. What are the objectives of this project?	The objectives of this project are to promote an increase of non-traditional students enrolling in and ultimately working in high wage, high skilled non-traditional careers. The long-term objective is to develop a more diverse workforce, reducing barriers for employment and increasing access to high wage jobs.

<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>Perkins V accountability measures each recipient's non-traditional student concentrators. The Kentucky Department of Education (KDE) goal in 2019-20 is 16%.</p> <p>Trend data for several years has indicated that the Area Technology Centers (ATC) lag behind school districts and postsecondary institutions for non-traditional students. Through this gap exist it is important to note that the ATCs are the primary source to provide secondary students access to non-traditional programs of study. As a result the purpose of the camps are to address this gap.</p> <p>This projects requires business and industry and postsecondary partners. It will create awareness of career options to students as early as the middle grades to make informed decisions up on entering high school.</p>
<p>d. Can the project be accomplished without Perkins funds?</p>	<p>No. Perkins V requires state to spend between \$60,000 and \$150,000 to address gender deficits in non-traditional career fields.</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 ATCs are required to have postsecondary and business and industry partners. The postsecondary partners inform the students on the options of continuing education in the non-traditional fields. The business and industry partners talk to the students about working in non-traditional career areas. Several of the ATCs have partners with the local school districts to provide lunch and transportation to the students during the camps.</p>
<p>d.2. Describe the contributions of the above partners (cash, in-kind, etc.)</p>	<p>The ATC employee's salaries are part of the state's administrative match for the Perkins grant. The business and industry and postsecondary partners usually provide an in-kind match.</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 a 5th year that Kentucky has been holding the career camps at the ATCs. However, due to COVID-19 no camps were held during the 19-20 grant period. The funds were extended to the ATCs for the 20-21 camps. The 2018-19 school year was the first year the student from the first camps could be CTE concentrator. KDE saw a slight increase in the numbers for non-traditional participation.</p>
<p>e. Describe the benefits for the state overall.</p>	<p>The KDE utilized several strategies to address non-traditional career enrollment and retention with little success over the last 10 years. Difficulty encouraging non-traditional students to participate in non-traditional careers is not unique to Kentucky. Every state is working to address the gap.</p> <p>The benefit to this project is students are introduced to careers in a camp setting. This is will allow students to explore programs in a fun environment and remove some of the stigma of being in a predominantly one gender field. The belief is that project will increase enrollment and completion of student in non-traditional programs. This will lead to the state having a more diversified workforce as well as a larger pool of highly skilled highly educated workers.</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>The non-traditional camps align with the following KWIB Strategic Goals:</p> <p>Employers Goal 1a—Create a workforce development system that is valued by employers.</p> <p>Education Goal 2e—Create opportunities for early, mid and later-career learning for all Kentucky workers in order to provide a range of learning opportunities for growth, upskilling and adoption of changes in the nature and structure of work.</p> <p>Workforce Participation 3d—Develop and promote strategies for employer to address employment barriers for Kentuckians.</p> <p>Perkins V requires that between \$60,000 and \$150,000 be budgeted for nontraditional activities</p>
<p>g. How is business and industry involved in the project?</p>	<p>Each camp is required to have speakers for each program area from business and industry to talk with students about working in nontraditional fields. In the past camps have had former students that are now working in the field to speak to the students. An example is a female welder that had graduated from the program and now is a underwater welder gave a presentation on her job.</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>Increase the number of students participating in the camps by 5% from 450 students to 472.</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>For the 18-19 year, twelve ATCs that held summer camps. The camps hosted about 450 students, 14 postsecondary partners and 75 employers.</p>

Budget

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

Explanation: Summer camps grants will be awarded to 6 to 12 ATCs.

a. Are other funds also be used outside of Perkins dollars? If so, please be provide a specific explanation.	Only Perkins State Leadership funds will be used for this project.
b. Provide a detailed budget outlining all applicable expenses requested in using Perkins Leadership funds.	

b1. OPERATING COSTS:		
Name	Description	Total \$
6-12 Summer Camps	Camps will be funded for between \$5,000 and \$10,000.	\$60,000
		\$ -
		\$ -
TOTAL OPERATING COSTS:		\$ -

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

b3. OTHER		
		Total \$
		\$ -
		\$ -
		\$ -
TOTAL OTHER:		\$ -
TOTAL AMOUNT REQUESTED:		\$60,000 -

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